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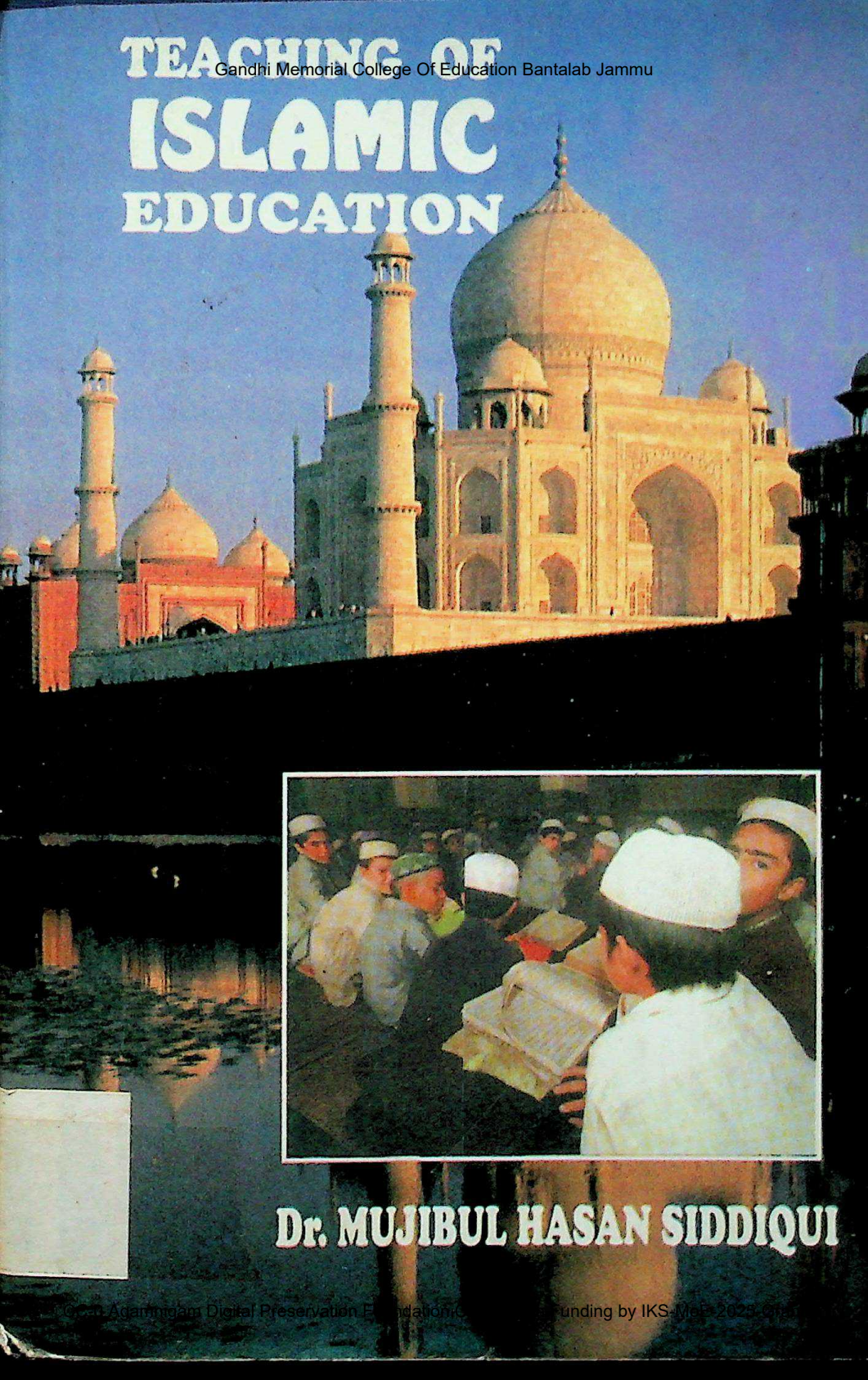
# TEACHING OF ISLAMIC EDUCATION



Dr. MUJIBUL HASAN SIDDIQUI

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The book titled 'Teaching of Islamic Eduction' constitutes four chapters. Chapter one indicates general views of methods of teaching, objectives and criteria of good method of teaching.

Chapter two describes chalk and talk method, text-book method, discussion method, lecture method, problem solving method, project method, inductive and deductive method, supervised study method, socialised recitation method, biographical method, story telling method and maps as a method of teaching in the field of Islamic education.

Chapter three includes maxims of teaching like simple to complex, part to whole, whole to part, concrete to abstract, analysis to synthesis, and psychological to logical.

Chapter four comprises of various types of techniques of teaching which are question and answer techniques, illustration, assignments case study, symposium, debate, role play, dramatization, core-teaching, team teaching, programmed instruction, and demonstration in the area of Islamic education.

No doubt, this book will be very helpful not only for the teacher of Islamic Education and the students of Islamic education who are under the programme of teacher-training but also very helpful for all the teachers of social sciences and sciences in the field of teacher education in India and at abroad. Nice suggestions are always welcome from the readers of this book.

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# PREFACE

The Book titled *'Teaching of Islamic Education'* constitutes four chapters. Chapter one indicates general views of methods of teaching, objectives and criteria of good method of teaching.

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helpful for all the teachers of social-sciences and sciences in the field of teacher education in India and at abroad. Nice suggestions are always welcome from the readers of this book.

Last but not least, it is undeniable fact that the author is very grateful to his wife Dr. (Mrs.) Nasrin, Lecturer in the Department of Education Aligarh Muslim University, Aligarh for her everlasting encouragement to make this work possible.

**Dr. Mujibul Hasan Siddiqui**

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CHAPTER 1

# METHODS OF TEACHING : A GENERAL VIEW

The Holy Quran is the only book in the universe in which the authentic and everlasting words of Allah has been given for each and every human being to conduct his or her life systematically not only for himself or herself but for the total self of the other beings particularly in the society in which they live and in the whole world in general. On the other hand very close to the Holy Quran is the Hadith which constitutes the sayings and life history of the prophet Mohammad Sallalaho-Alaih-Wassallam (PBUH) who provided the shining light of Islam in the seventh century AD to all the human beings who were practicing the filthy life, full of corruption in all respects in the society. These are the two most significant sources i.e. The Holy Quran and the Hadith of Islam in the whole world. In addition to these sources of Islam, the important writings of eminent scholars in the field of Islam in perspective of society either in past, present or in contemporary situation would also have been considered as the source of Islam.

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Islam says that the human being has two important components of his life which are the physical and the spiritual. The physical aspect of the life of human being grows and moves, but on the other hand, the spiritual life of human being is totally abstract which helps him to make good judgements; consider good values of the society and chanalise the energy in right direction in terms of the best behaviour in his contemporary situation not only for himself but also for the other member of the society. The spirituality is the foundation stone of the life of human being which inspires him to perform better action in the society to reach at the good platform of the most important goal of moral perfection. No doubt, the human being could obtain both the aspects, the physical and the spiritual if he or she practices Islam in true sense in every walk of his life in the society. Allah changes the total life of human being until he or she changes his or her life himself or herself with his or her own soul.

Whenever any individual teaches something to the other persons in the society either in formal system of classroom situation of family; he also learns something from them. It is only because of this, we say teaching-learning process at a time. Teaching and learning are like the two sides of a coin because in the absence of one side, the value of a coin is not possible. According to the Encyclopedia of Education, "In Islam, people are expected to develop their characters through a long process of learning. The scriptures identify the kind of

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learning. Each Muslim pursues in the learning process itself. In addition, the style in which the Quran is written illustrates various ways to stimulate learning."

In learning of Islam, there are several modes of learning which are as follows :

| | |
|---|---|
| Mode No. 1 | Direct saying or exhortation of Allah which is an immediate link between Allah and worshippers. |
| Mode No. 2 | The discussion or dialogues among the persons constituting the question and answer process. |
| Mode No.3 | Repetition of ideas or actual words and phrases. |
| Mode No. 4 | Presentation of parables consisting of works and practices of prophets (PBUH) depicting themselves as a Model before the other person in the society. |
| Mode No. 5 | The use of scriptures providing psychological reinforcement to the learners for the sake of encouragement towards learning Islam. |
| Mode No. 6 | The use of metaphors and similar in illustration of abstract concepts in perspective of contemporary society. |

In spite of having all these modes of learning mentioned as above, there are other several strategies, devices, methods, models and techniques of teaching learning process. It is

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quite natural that 'teaching is a process of building a person's mind and character through its methodology. Methodology is the systematic and logical study of the principles guiding scientific investigation (Siddiqui 1993). Method is the made or rule of accomplishing an end, orderly procedure, manner, orderly arrangement, classification system, manner of performance, an instruction book systematically arranged. (Macdonald, 1972). On the other hand Saligman Johnson (1954) stated that the tern method denotes and procedure which applies some rational order or systematic pattern to diverse objects. It is quite clear from the meaning of method stated by different persons in the field of science and social science that method is a system by which the teaching learning process could be made effective and ultimately the permanent learning would take place in good social setting of classroom situation.

Methodology of teaching particularly have been developed by the various western philosophers, psychologists and thinkers to make the instructional process more effective, to make the learning permanent in the cognitive structure of the learners and modify their behaviour in right direction in their daily life and in perspective of society. One of the great philosopher J.H. Pestalozzi (1746-1827) said that 'I want to psychologize education', Rousseau's emile and the social contract left

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most important impression in the field of education and provided natural stages for the proper development of the child in all respects in the society. He emphasised the process of perception as the central element in the method of teaching. He developed one of the object method of teaching constituting a piece of mineral or the immediate environment such as the classroom or a special environment making an excursion to a forest or river valley. In this way, the sense perception of the children would have been developed and they would be able to examine minutely, clarify and develop their ideas related to the various types of objects, and ultimately related to the content as prescribed in curriculum for particular level of schooling in the institution. Froebel (1782-1852) made more emphasis on the emotional and intellectual development of the children. He used self-activities as the method of teaching through different types of plays. In this regard, the important function of the teacher is to induce, inspire, encourage and provide right direction to his children particularly at the time of performing various activities to proceed at the platform of permanent and everlasting learning. In this way, the power of creativity would be developed among the children to develop new learning and understanding for the sake of application in solving various related problems in their future life. J.F. Herbert (1776-1841), philosopher and a psychologist developed

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methodology of teaching based on the association of ideas. The Herbert's ideas for the method of teaching is prevailing even in the contemporary world of teaching learning process. He provided the most popular form of teaching in five steps as under :

1. Preparation
2. Presentation
3. Association
4. Assimilation and
5. Application

But these are the steps of making a good lesson plan in which, the teacher includes various types of activities to reach the last step of application of learning material in any other problem related to the content. The teacher needs different types of devices, strategies, techniques, methods, and models of teaching at the time of presenting, associating and assimilating the learning material to make the learning more permanent and effective for the future application in solving various problems related to the content in new situation and in any problematic situation of the practical life of the learning in the society particularly in which they live and in the other society in the whole world in general.

**Objectives of Method of Teaching**

Siddiqui (1993) has identified the following important objectives of method of teaching :

1. To inculcate love of work,
2. To develop interest in learning,

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3. To develop the innermost desire to do work with the highest measure of efficiency,
4. To develop the capacity for clear thinking,
5. To discourage cramming,
6. To develop the capacity for personal initiative and independent work,
7. To provide opportunities to students to apply knowledge into their daily life,
8. To train the students to use different reference materials to expand their knowledge,
9. To adopt the different levels of intelligence of the students, and
10. To balance the work of individual with his own cooperative or group efforts.

## Criteria of a Good Method of Teaching

There are several factors in the field of teaching-learning process which lead to make a good method of teaching. Some of the important factors are as follows :

1. A good method of teaching should develop the interest among the students of Islamic education.
2. A good method of teaching should be economical.
3. A good method of teaching should develop understanding power among the students of Islamic education.
4. A good method of teaching should not take more time in the presentation and clarification of any concept in the classroom teaching.

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5. A good method of teaching should develop the application power among the students of Islamic education.
6. A good method of teaching should develop good attitude of the students towards the learning of Islamic education.
7. A good method of teaching should inculcate good values in the behavioural changes of the students of Islamic education.
8. A good method of teaching should develop various types of skills to apply the knowledge of Islamic education in their future life.
9. A good method of teaching should develop the creativity power among the students of Islamic education for the sake of providing something new to the other persons in perspective of society.
10. A good method of teaching should make the students of Islamic education active during the whole teaching learning process.
11. A good method of teaching should help the teacher to get good participation of his students of Islamic education.
12. A good method of teaching should enable the students to collect more and more information related to the content of Islamic education just after the instructional process in the classroom.

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13. A good method of teaching should provide a good space in the utilisation of good teaching aids to supplement the learning material.
14. A good method of teaching should provide ample opportunities to the students to make good discussion, argument and provide good views on the basis of their highest level of thinking and logics.
15. A good method of teaching should consider the age, mental level and the number of the students in classroom situation.

Not only considering all these factors and aspects to make any method of teaching more effective, but the best knowledge of subject matter in the field of Islam and other facilities in classroom should also be considered to know the effectiveness of the method of teaching in the instructional process of the teacher of Islamic education.

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CHAPTER 2

# METHODS OF TEACHING

Considering all the objectives and criteria of the good method of teaching, the teacher of Islamic Education not only uses the various modes of learning of Islamic education as mentioned in preceding chapter but he or she could also utilise some of the other significant and applicable methods, maxims and techniques of teaching to make his or her teaching learning process more effective in good social setting of classroom situation which have been depicted as under :

## (A) METHODS OF TEACHING

1. Chalk and Talk Method
2. Text book Method
3. Discussion Method
4. Lecture Method
5. Problem solving Method
6. Project Method
7. Inductive-Deductive Method
8. Supervised Study Method
9. Socialised Recitation Method
10. Biographical Method
11. Story Telling Method
12. Maps as Method of teaching

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## (B) MAXIMS OF TEACHING

1. Simple to complex
2. Part to whole
3. Whole to part
4. Concrete to abstract
5. Analysis to synthesis
6. Psychological to logical
7. Known to unknown

## (C) TECHNIQUES OF TEACHING

1. Questioning
2. Delivery and Distribution of classroom Questions
3. Assignment
4. Case study
5. Symposium
6. Debate
7. Role play
8. Dramatization
9. Core teaching
10. Team teaching
11. Programmed Instruction

### Chalk and Talk Method

Chalk and talk method is a traditional method of teaching and commonly used throughout the whole world at the time of presenting any type of information about the subject matter before the students in classroom situation. The teacher of Islamic education

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presents the learning material of Islamic education with the help of his verbal expression in terms of simple talk with his students in the classroom. He writes subject matter on the black board with the help of chalk and asks his students to note down whatever he has written on the black board. This method is important only for presenting very simple learning material Islamic education before the students in the classroom situation. With the help of this method the teaching learning process could take place even in the absence of good devices, strategies, methods, models and techniques of teaching in the classroom. This method is very suitable for those countries in which most of the people are living below the poverty line. They could provide the Islamic education to their children in very simple classroom situation without having proper building and other facilities for running the schools and Madarsas. In this method, the teacher of Islamic education requires only chalk and a simple blackboard for the purpose of writing the subject matter of Islamic education.

### *Importance of Chalk and Talk Method*

The chalk and talk method of teaching is useful in the following ways :

1. The chalk and talk method is very simple method of teaching.
2. Any teacher of Islamic education can utilise the chalk and talk method of teaching.
3. The chalk and talk method is not highly costly method.

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4. In any situation, chalk and talk method of teaching could be utilised by the teacher of Islamic education.
5. The teaching learning process can take place without having good facilities in the classroom situation.
6. The chalk and talk method is very helpful to proceed or utilise the other method of teaching like lecture method and discussion method.

## Text Book Method

Text book method is one of the important method of teaching by which any teacher could collect information related to the course content to be taught by him during his effective instructional process to the students in the good organisational climate of classroom for the sake of making good behavioural changes in the personality of the students so that they could be able to adjust well, firstly themselves and on the counterpart with the other member of the society, particularly the society in which they reside. Text-books become the base for the sake of teaching Islam, we have basically only one Holy Book : *The Holy Quran.* In Quran, Allah has given every things for the human beings if they have complete belief and faith. With the help of the great words of Allah, they could conduct their life properly in all respects in the society. No doubt, the Holy Quran is a keystone in teaching of Islam. Without the complete

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knowledge of Holy Quran, not even a single teacher in the field of teaching Islam could be able to impart all the aspects of Islam into its different sections; like, faith in Allah, Salat (Prayer), Zakat, Saum and Haj and other important aspects of the life of human beings in the whole world.

For the sake of learning words of Holy Quran, the teacher must has either Holy Quran or thirty parts of Holy Quran separately. Naturally these parts (paras) become very helpful to all the children for the sake of carrying from their homes or kept by the teachers in Mosques or in Madarsas instead of keeping complete Quran at a time whenever the little children desire to read and learn Holy Quran.

No doubt, indeed, the knowledge of Islam came in the world in Arabic text therefore the Holy Quran became a complete text book for the sake of understanding our ever green Islam; but, it must be clear to all the readers that we could not compare the Holy Quran with the other text-books of disciplines as prescribed by the boards, colleges and universities in the whole world. The children become independent to learn various aspects of Islam, particularly in the other books of Islam written in other languages. For example, if the person knows English. He could understand aspects of Islam written in English language as even the Holy Quran is available in English language for learning and understanding the words of Allah.

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Naturally, with the help of these books written in English, the learners would be able to understand Islam independently. In this way the independent habit of learning could easily be developed.

Through the text-book method, in Mosque, Madarsas, school or in universities, for the teaching of Islam in any language, the teacher first teaches the Holy Quran, from the alphabet level to the highest level of sentences (verses in terms of Holy Quran). After the knowledge of the few words of Holy Quran by the children, he asks them to open their books and read loudly. No doubt, some times the teacher asks one particular child to read words loudly in sitting position because in most of the cases we could not usually read and learn words of Allah in standing position, no doubt standing is desirable at the time of offering Salat (Prayer) and other children say in the same way.

In this system, one of the most important point must be kept by the teacher in his mind whenever he asks his students to read the words loudly came in Holy Quran that particular student must have command over the words in all respects such as intonation and right pronunciation of the words. Even then, at the time of reading, the teacher has to correct the pronunciation of the words read by that particular students. In this way, their pronunciation problem could be removed and rectified easily side by side at the time of reading the words came in Holy Quran.

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In this method, the teacher and students could make proper study of Islam either in Mosques, Madarsas, Schools or in various universities in the world. The teacher could be able to teach the various verses, parts and sections of Holy Quran in very systematic way without feeling any problems.

If the teacher has complete understanding of this one great Book, he could be able to transmit his knowledge to the students and other person in relation to the contemporary society. The teacher could teach and correlate the knowledge of other various discipline at any level in Islamic perspecting without feeling any problems and in this way, at the time of teaching Holy Quran or teaching any other discipline, he could be able to cite the example from the society in Islamic perspective and on the other hand in societal perspective.

### *Importance of Text-book Method*

With the help of text-book methods, the teacher could develop the habit of self study of Islamic Education among the students at any level of schooling. The Holy Quran provides the complete knowledge of the words of Allah, therefore, through this method, the students could increase the knowledge of Islam in each and every field for the good and for the human beings to lead his life properly in the society. Whenever, the teacher provides the knowledge

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of Islam either at elementary level, at secondary level or at the higher level to the students, he has to collect the information of Islamic aspects of society from the various books of Islamic education written by Ulemas thinkers and other religious person of the society. Various books are available in the market to provide the knowledge of Islam. They serve as the text-books of Islam at the different level of schooling. Through these books of Islam as text-books, the teacher provides the systematic knowledge of Islam for all the stages of schooling because he provides knowledge of Islam from the elementary level to higher level of schooling. The teacher provides simple aspects of Islam to the students who are studying at the elementary level. At this stage he could not provide the highest level of knowledge of Islam to the little children beyond their understanding level. Naturally as an effective teacher he tries to find out simple and understandable text-books for this lower level of schooling, verbally all the aspects of Islam could not be transmitted to the students in all the time of teaching-learning process. For the sake of understanding clearly he has to take the help of various books in the field of Islamic education. For instance, he provides the knowledge of Sunnah (the acts performed by our Prophet : PBUH) because our Prophet (PBUH) practiced the aspect of Islam in his practical life among the people of the society for the sake of realisation of the

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importance of Islam that it is the only one source through which any person could lead his life in systematic way in the society. These books are very important because they provide the knowledge of Sunnah to our generation of the whole world. Naturally the teacher takes the help from other books. In Holy Quran, each and every word has its great explanation if these words are correlated with the society in true sense, and this clear, explanatory, and correlated sense words of Allah could be easily available in other books written by various Ulamas time to time in the world. The teacher could also check easily the understanding power of the students to what extents they have understood the information related to Islam. He could also check their reading power to what extent they could read properly in terms of their correct pronunciation of the words coming in Holy Quran or other books based on Islamic Education. For giving the right responses to the teacher, the students could be able to find out the matter of Islamic education easily from the books in the place of verbal information of Islamic education received from their teachers during instructional process. During the lecture of the teacher whatever factual information of Islamic education is provided by him to his students could not be remained for the long time in the cognitive structure of the students. Books are only source through which they could memorise well the words of Allah came in Holy Quran and in other books of Islamic education. In this way

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the teacher could develop the memory power among the students at any level of schooling in teaching of Islamic education.

With the help of books of Islamic education, the teacher could develop comprehension power among the students. They could be able to elaborate analyse and make the proper synthesis of the collected information of Islamic education from books. They could also be able how to organise this collected information in systematic way for the sake of complete understanding of Islamic education and later on they could be able to utilise this comprehensive knowledge in their daily practical life in the contemporary society in which they live.

**Discussion Method**

Interaction of any person with the other person on any matter is termed as discussion. The important purpose of discussion is to make a clear-cut explanation of any concept, principles, generalisations, values, or any other disputed matter for the sake of finding out its proper solution or conclusion. At least three factors are required to make a process of discussion as under :

(a) Ist person

(b) IInd person

(c) any matter (concept, topic, values, problem etc.)

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But we could not limit our own self upto three factors. There is another, last but not least, important factor in which all these three factor come into their proper existence which is conducive environment or proper social settings for the good operation of discussion process. A good operation of discussion process helps the students and teachers to examine any part of the matter minutely, to make a great explanation, to make critical interpretation and with the process of analysis synthesis to make a highly condensed findings and conclusion which would serve the desired objectives for the sake of the generalisations or solving any problems. Therefore in the discussion process, the students as well as teachers have an inductive and deductive way of thinking, Discussion involves a group of students under the teaching learning process in which they make proper communication and interaction on the particular topic. They use the power of speaking listening and non-verbal processes. Effective discussion could be made if the teacher has at least a group of 10 or 15 students. The behavioural aspects of each and every student affects the learning, therefore under the process of any discussion, the students as well as the teacher must have ethical conduct during the whole period for the sake of realising the instructional objectives formulated by the teacher. For instance, the teacher of Islamic education under the process of discussion as a

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method of teaching has to put a topic related to Islamic Education before all the students in the good organisational climate of classroom. The teacher of Islamic education asks the students to provide their ideas for the sake of the clear-cut clarification and explanation of the different parts of concept or the topic on the basis of the previous knowledge existing in their cognitive structure. In the support of their ideas, the students use to cite the concrete examples based on the latest information existing in the contemporary society in which they reside. Not only for the justification of the ideas, they cite the examples related to their contemporary society but for the sake of making the universal truth, they have to cite any example from the contemporary society of the whole world related to the Islamic education or from the life of the person who practised Islamic education completely in their whole life. No doubt, they have to cite any act of our Prophet (PBUH) for the sake of supporting the ideas related to the different part of the topic or concept of Islamic education. Not only the teacher of Islamic education but the topic or problem before the students for the discussion during his effective instructional process but he should also provide the opportunities to the students to provide any topic or problem related to Islamic education for the sake of proper discussion. Therefore, under the process of discussion, both the students as well as the teachers of Islamic education are completely free to make a discussion on any topic or problem related to the Islamic education. This is one of the significant method of teaching to make any type

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of learning of Islamic education permanent in the cognitive structure of the students to make their good behavioural changes so that they could adjust first themselves and ultimately with the other member of the society particularly where they reside and with the whole society in general.

**Lecture Method**

In the Lecture Method of teaching, the word 'Lecture' has been taken from the Latin words which is 'lectare'. In English language 'lectare' means "to read aloud". In its simple meaning, it is the verbal expression made by any person on any kind of topic before at least a small group of person in any type of social climate of the society. In Lecture as a method of teaching, the teacher of Islamic education speaks on a topic with the help of condensed and organised material of learning in terms of text and he side by side makes an explanatory commentary of the content included for the effective explanation of the various concepts under his topic during his instructional process in the good organisational and social climate of the classroom situation. At a time, in Lecture Method, there is always only one person for the sake of delivering the lecture before the others persons. In the same way, in classroom teaching learning process, there is always a single teacher who delivers a lecture on any particular topic before many students. In this procedure of teaching,

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the students use to note down the explanatory points and characteristics of the various parts of the topic in their note books. Sometimes, the teacher also provides a framework of the topic for the sake of keeping to make further discussion on any part which has not been understood by the students during the process of delivering lecture in classroom at the time of his teaching. In the process of making good lecture, the teacher has to make a proper structure of information and communication in terms of learning material related to the content with the help of his effective expression power to the students. On its counterparts, the students receive this learning material of Islamic education, make the good and authentic interpretation of the received information and respond whenever the teacher place any type of question before the students. The teacher of Islamic education changes the attitude of the school going generation with the help of his good and impressive lecture. It is undeniable fact that if the person uses good language and makes impressive talk with the other person, there would be surely an attitudinal changes among the other person in the society, the attitude of the students could be changed through an effective process of lecture, towards doing the good and constructive social activities for the sake of reconstruction and development of the human race for the whole mankind in the world. For instance, if the teachers of Islamic

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education makes good lectures not only in the classroom situation also in other situation of the society outside the classroom on the various problems of Islamic education, then it is quite natural that our generation would surely understand the prevailing problems of Islamic Education and ultimately they would take more interest in learning of various aspects of Islamic education at the different level of Schooling in the society.

### *Importance of Lecture Method*

The lecture method has the following merits in its proper utilisation which are as follows :

1. The lecture method sows time of the teacher at the time of presenting learning material before his students of Islamic education.
2. It is very useful for the higher classes but it could also be utilised for the other classes.
3. It is very useful for the large number of students in the class.
4. The teacher of Islamic education could cover and complete more course content.
5. The teacher of Islamic education could present more factual information to his students.
6. The teacher of Islamic education could make his work very simple.
7. The teacher of Islamic education generates the imaginative power among his students.

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8. The teacher of Islamic education motivates the students with the help of his effective lecture.
9. The teacher of Islamic education could provide good examples at the time of presenting the learning material in the classroom.
10. The teacher of Islamic education makes the clear-cut explanation about the various concepts and facts of Islamic education.
11. The lecture method helps the teacher of Islamic education to develop his oral expression.
12. The lecture method is very flexible.
13. The lecture method could be utilised in any classroom situation.
14. The teacher of Islamic education correlates different types of subject matter related to the Islamic education at the time of teaching learning process.
15. The teacher of Islamic education draws the attention of the students with the help of his firm voice, good tone, emphasis, stress, gestures, nice and impressive expression during the delivery of his lecture.

**Problem Solving Method**

Any task beyond the understanding of the human being leads to a problem which desires

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its proper solution in any type of learning situation. It could be stated in terms of question or a puzzle in terms of general statement. We have a large number of problems in our own practical life and in our surroundings where we have to face them and to make their right solution. In the field of religion, Islam is our complete constitution in the form of one and complete Holy Book, The Holy Quran given by one Lord, Supreme Power. All Might : Allah. The Holy Quran has clear-cut direction for the good conduct of human beings in the world. We could make the good solution of all the problems of the whole world in the light of the words given by Allah in the Holy Quran. Being a teacher of Islamic education he has to provide all sorts of knowledge of Islamic education to the students at all the level of learning, either at the elementary, secondary or at the higher level. Under this problem solving approach, the teacher has a planned framework which helps him to solve any simple or difficult problem and he tries to find it right solution. It is one of the important method of teaching in which not only the teacher but also the students in most of the cases use their all sort of capabilities to solve the given problems which confront them, make them able to exercise for the sake of controlling over their activities and environment, and ultimately they come to the right and satisfactory solution of their problems. In this method, the teacher as well as the students of Islamic education remain conscious, and make a planned and purposeful efforts for the sake of

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attacking the problem to arrive at its right solution. Good, C.V. (19 p. 310) defined it as (i) a method of instruction by which learning is stimulated by the creation of challenging situations that demands solution; (ii) A specific procedure by which a major problem is solved through the combined solutions of a number of smaller related problems". Therefore, it is a procedure in which the teacher as well as the students solve any problem in systematic way with the application of their best reasoning power and the critical thinking.

### *Steps in Problem Solving Method*

One of the famous social scientist in the field of teaching social sciences was Moffat (1963) who ascertained the important steps under the problems solving approach which should be applied by the teacher in the conclusive environment of classroom or outside the class-room in any situation of the social order of the society in which our generation are living. These important suggested steps are as under :

1. Discovering, considering, discussing, selecting and stating the specific problem or question;
2. Collecting, organising, comparing and judging significant information in the light of the defined or stated problem;
3. Exploring the problem and framing some possible solutions;

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4. Drawing preliminary conclusions for further exploration and study;
5. Evaluating findings and establishing a conclusion; and
6. Considering the summarization with the possibility of further study.

*1. Formulation of Problem*

Under the process of the formulation of problem, the teacher of Islamic education as well as the students have to discover the various problems existing in the contemporary world of the society. After discovery of the problems, they have to consider the relevant problems quite related to the problems of Islamic education, then they have to make open discussion for the proper selection of the problems and later on, they formulate the problems in terms of a question or in terms of general statement.

But at this step, the teacher of Islamic education must keep the interest and age level of the students, duration of time for making its proper solution in his mind. The teacher of Islamic education must encourage his students to find out various problems of Islamic education existing in their surroundings particularly and in the society as a whole in general.

*2. Definition or Statement of Problem*

At the time of stating the problem the teacher of Islamic education should include only those factors which are to be solved by the students

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or by himself. Therefore, the teacher of Islamic education has to make the clear statement of the problem. There should not be any type of misunderstanding among the students about its scope and limitations. Therefore the students of Islamic education should be further induced to make an extensive discussion with effective participation under their lively interaction process on the different parts included in the problem of Islamic education. At the time of the lively discussion, if the students fail to understand the contextual and conceptual meaning of the various parts come in the formulation of the problem, at the same moment, the teacher of Islamic education has to make the clear-cut explanation of each and every parts of the problem for the sake of good understanding otherwise, the students would not be able to collect any kind of relevant information for solving the stated problem.

*3. Collection of Information*

For the sake of solving the problem the teacher of Islamic education as well as the students have to collect the information on the basis of interaction made by them in the process of discussion. They also collect the information related to the solution of the problem Encyclopedia, various journals of Islamic education and Islamic studies. On the basis of the critical analysis of the different part of the problem. The students as well as teachers of Islamic education also collect the information from other sources such as various Islamic books, acts of Prophet (PBUH), Magazines,

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various newspapers, Talk on Radio, T.V. and Vedio Cassettes etc.

*4. Organisation of Information*

After the proper collection of the information, the teacher as well as the students of Islamic education have to organise this information in very systematic way in which each and every part of the information should take its proper place for the sake of attacking the problem.

*5. Comparison of Information*

The teacher as well as the students of Islamic education have to make proper comparison between the collected information and the different parts of the problem for which the information have been collected to come upto the right solution of the problem.

*6. Judgement of the Information*

At the time of comparison, the teachers as well as the students of Islamic education have to make the right judgement that to what extent the collected information are related to the extent and serve the purpose of solving the problem. Therefore relevancy is very important in the process of making any kind of judgement in problem solving approach.

*7. Exploration of Problem*

At this stage, the teacher as well as the students have to examine the information very

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minutely for making proper relation with the different parts of problem so that at the time of right judgement, they could keep only those aspect of information which serve the purpose of solving the problem. Not only they limit themselves upto the information based on classroom teaching-learning process related to the content of Islamic education but they have to collect the information from the society on the basis of their effective observation and from other secondary sources of information related to the content for the justification of right solution of problem.

*8. Framework of Possible Solution*

After completing all the stages, as mentioned earlier of problem-solving method, the teacher as well as the students have to make good framework for the right solution. They prepare the outline for each and every part of the problem for their possible solution. For instance, in finding out the right solution of the problem of collection and distribution of money under the system of zakat, the teacher as well as the students of Islamic education go through all the stages of problem-solving method and then they have to make the outline of all the responsible factors and reasons for the right solutions of this problem in the society in perspective of Islamic rules and regulations for the human beings in the whole world who practice Islam in their life.

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*9. Evaluation*

At this stage, the students of Islamic education make a good assessment of all the information. If the information is irrelevant to the content serving the purpose of solving the problem, they have to discard that particular part of the information from the whole collected information. If there is a need to add more information they have to collect further more information from the various sources existing in their environment related to the content. Sometimes, the students would not be able to provide the right solution for the problem. In this position, it is the effective evaluation process which helps the students to realise themselves to what extent they have capabilities if collecting, organising, analysing, explaining, providing logical interpretation of information for attacking the problem for its right solution. At this stage, the teacher also realise himself that to what extent he supplies the information for solving any problem in systematic way. In problem solving approach the teacher has to provide some knowledge about the problem to the students then he has to ask the students to solve other related problems on the basis of knowledge provided him in classroom situation. But in project method, the teacher provides the problems, generalisation or principles etc. in the form of the general statement or in the form of question. He put them in that particular situation where he has to collect the information for the purpose of completing the work under the project.

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### 10. Conclusion

All the information of the possible solution could not be kept always in our minds. Therefore, the precise information in the form of conclusion is required in the process of completing any type of work. This is very important for the further study in the same area. For doing the further study in the area, the other students, investigators, researchers and teachers could consult the information which would induce them for making its proper review for the sake of stating the related problems, formulating objectives, assumptions, hypotheses and other several theoretical as well as practical aspects of proceeding the work ahead for the sake of searching the right solution of the problems specifically for the teachers of Islamic education, they could take the help of the conclusion of the solutions of various problems of Islamic education at the time of making clear-cut explanation of various factors coming in the other conceptual problems during his effective instructional process in good social setting of classroom situation. Ultimately this would result better and permanent learning for the sake of making good behavioural changes in our generation in perspectives of Islam.

### 11. Verification

This is the last but not the least stage of problem solving method. Verification of information helps the students as well as the teachers of Islamic education that to what extent, the information is applicable in new

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situation in related problems because whatever the information the teachers provide in teaching learning process in the classroom through any type of method to the students that must be fit for the practical use of the students in their daily life whether they are in any profession or in the society in general. If the information is not fit for the sake of proper application in solving any problem or solving further related problems of their life that information would not be helpful for the students, therefore, in this situation, the teachers have to supply the right information further in the classroom teaching learning process or to search the information outside the classroom-situation for the sake of providing the right solution for solving the various problems of Islamic education.

### *Importance of Problem Solving Method*

The problem solving method is not only very useful in solving all the problems facing during the process of teaching-learning but also useful in each and every step of the life of individual in the whole society. It shows its importance in the following ways :

1. The teacher of Islamic education develops the understanding power of the students at the time of learning various concepts and facts of Islamic education.
2. The teacher of Islamic education develops reasoning power of the students.

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3. The teacher of Islamic education successfully obtains the desired objectives formulated by him during his teaching learning process.
4. The teacher of Islamic education develops the initiative power of the students to solve various types of problems given by him. Ultimately, later on they could be able to solve the problems of their life with the help of Islamic education.
5. The teacher of Islamic education provides an ample opportunities to the students to maintain good contact with other students of Islamic education and general education inside and outside classroom situation.
6. The teacher of Islamic education develops the power of correlating the other subjects with the Islamic education in the society among the students of Islamic education.
7. The problem solving method helps the students of Islamic education to provide proper solution of various kinds of problems of their daily life in the society.
8. The problem solving method develops interest of the students in solving various types of problems in the society.
9. The problem solving method helps the students to generate their own views.
10. The problem solving method helps the students of Islamic education how to use [illegible]

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good evaluation and conclusions after solving problems.

11. The problem solving method develops the good and active participation level not only in the classroom but also outside the classroom situation.
12. The problem solving method inculcates the habits of cooperation among the students of Islamic education.
13. The problem solving method develops the tolerance power of the students of Islamic education in terms of different view given by them.
14. The problem solving method develops broad-mindedness among the students of Islamic education.
15. The problem solving method develops the power of critical thinking among the students of Islamic education.
16. The problem solving method discourages the cramming power of the students.
17. The problem solving method makes the learning more permanent and effective in solving various types of problems of Islamic education and the problems of the students in their daily life in general.
18. The problem-solving method helps the teacher and the students of Islamic education to reduce individual difference in the classroom and outside the classroom situation in the society in general.

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19. The problem solving method inculcates the habits of independent study among the students of Islamic education.
20. The problem solving method develops the interest among the students of Islamic education to consult various types of books, magazines, journals, encyclopedias, and newspapers particularly related to the Islamic education and the other aspects of education in general which is very useful to solve the various kinds of problems of their daily life in the society.

**Project Method**

Project method is one of the important method in the world of teaching. It is a systematic procedure and a way through which any one could be able to do something in the right direction to find out the solution of any problem in practical social setting and to reach upto the right goal/objective formulated by him before starting any act. It is quite clear that "project as a method of teaching is a natural, whole hearted problem solving and purposeful, activity carried to completion by students in a social environment under the guidance of their teacher. It is the outcome of pragmatic philosophy of education propounded by John Dewey. He put the child in the real situation of learning. He assigned spontaneous, purposeful and socialised activities to the child. It is a significant unit of activity having educational value and aimed at one or more definite goals

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of understanding, involves investigation and solution of problems, and frequently the use and manipulation of physical materials, planned and carried to completion by the students and teacher in a natural like manner (Siddiqui, 1993 p. III).

W. H. Kilpatrick is one of the educationist who advocated this method which has purposeful activity, an approach of problem solving, and the need, interest, learning and social and behavioural conduct of the learners. It helps the learners for the full development of their personality in all respects related to the society. Through this method, the teacher develops all the good behavioural aspects of the learners either in the proper social setting of schools or outside the school in any field of the society, particularly, in the environment of the learners where they reside. The teacher develops all the hidden potentialities of the learners through the activities come, under the various steps of this method in physical, social, emotional, intellectual in aesthetic direction through the teaching of various disciplines in natural, harmonious and progressive way, reflective thinking, one of the significant aspect of thinking process, is developed by this method in the cognitive structure of the learners at any stage of schooling. This is the quite correct method for making the learner completely the new situation either related to the present or the further life of the learners.

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## Types of Project

Any teacher could make a number of projects in practical situation in quite natural social settings to make the learning stable and permanent in the mental faculties of the learners—which is ultimately reflected in the behavioural aspect of the learning in terms of knowledge, understanding, application, skills, attitudes, values, interests and also analysis, synthesis and evaluation at the higher level of learning. For the sake of proper understanding of the different categories of projects, various psychologist, thinkers, philosophers and educationists limited their numbers and considered them into four major categories as under :

1. Practical tasks as the construction of a useful article : "To embody some idea or plan in external form";
2. Appreciation of an aesthetic experience : "To enjoy some experience";
3. Problem solving : "To solve some problem";
4. Master of a skill or knowledge" (Siddiqui 1993, p. 112).

## Steps in A Project

To perform any act in any situation in systematic way needs some important steps, for finding out its good results. In the same direction, in case of project method, this significant method also has its six important steps as under :

1. Provision of a situation
2. Selection of a problem / topic

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3. Formulation of objectives
4. Formulation of assumptions and hypotheses
5. Proper planning
6. Effective execution
   A : Collection of Information
   B : Classification and tabulation of collected Information.
7. Evaluation
   C : Analysis of information
   D : Interpretation
8. Recording

**Provision of a Situation**

Under this method after making warm-up, the teacher, 'ulemas, Moallim provides a good situation to the students other in good organisational climate of classroom or in any other situation outside the classroom. At the time of providing this situation. Moallim must think that he is really having good social settings. Without proper social setting for the sake of behavioural aspects of the learners/students, he or she could not be able to guide properly his/her students in relation to carry out the project properly.

Under the good social setting of the classroom, the teacher provides a number of problems to the students. The students have to select any problem for its proper solution according to their own interest related to the content. In other situation the teacher makes

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the students free to formulate any problem according to their own interest. For example in teaching of Islamic Education, the teacher could supply various problems related to Zakat. In paying poor due (Zakat). How many Muslims know about the real percentage of their income for the same ? Where is this collected amount spent ? Awareness about paying Zakat. Naturally, having complete knowledge of the system of Zakat, the teacher has to provide various problems related to Zakat before the students of Islamic Education. In this situation the students have to select any problem related to Zakat in the Muslim Society. Or in the other situation, the teacher provides a situation and declares a topic of Zakat, and the students could also formulate any problem related to Zakat. Therefore at the time of providing situation, the teacher must think carefully that provided problems must be related to the content otherwise, the students could not be able to select or formulate any problems under the project method for its right solution.

*(i) Provision of a Situation*

Provision of a situation to the students is a significant step in this method because it provides the opportunity to the students to think properly for selecting any problem and to find its right solution. Sometimes the teacher provides a number of stated problems or several

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factors related to any emerging problem of the society; and sometimes, he makes the students free to think themselves and formulate the problem on the basis of various unsolvable factors of the society. The later situation is better than the earlier in the sense of formulating any problem for seeking its good results. For instance, in the case of Islamic education, the teacher could provide ample opportunities to the students to think and formulate a problem related to 'Why, even in the contemporary world of the people in the society regarding their attitudes, values, good culture, norms in Islamic perspective, has not been changing, particularly in the Muslim world ? The people know how to read the Holy Quran. Our generation knows how to read Holy Quran, but their attitude towards the other member, even their own fellow beings, in the society is not humanistic as they must have after learning of Holy Quran. What are those factors behind all these ? Whatever the other conditions and situation of our country at the large extent if we think, we could think about the whole world. What is going on in real even in Islamic countries. In this way, the students could think themselves to collect the various factors existing around them for stating any important problem related to Islamic Education. They could formulate the problems regarding the impact of Media on Islamic world, and they could also formulate the problem of the behavioural changes of the students after

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learning Holy Quran. To what extent, the teachers are successful in imparting Islamic education at different stages of schooling.

*(ii) Selection of a Problem*

It is one of the significant steps of project method. It is the centre point around which all the activities to be carried in the project Method moves. At this stage, the teacher has to provide proper guidance so that the students could select the problem according to their own interest. It is undeniable fact that it is only the interest which encourages the students to perform any kind of activity for the sake of permanent learning in their cognitive structure. There will not be any kind of rote learning. All the activities to be carried under the various steps of project method provide good results particularly in terms of behavioural outcomes only because of the interest of the students. Therefore both the teacher as well as the students must be careful in the proper selection of the problems, related to the Islamic education particularly in perspective of society in which they reside.

*(iii) Formulation of Objectives*

Objectives play a significant role in proceeding any type of work to find its better result. It is the objective which saves the energy of the person and provides clear-cut direction to him to attack any problem or complete any

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kind of work. If the students formulate objectives properly related to the work to be done, then they would indeed be able to proceed their work properly because these objectives become a right path which lead them further to collect the information related to the objectives and ultimately related to the content. In the formulation of objectives, the students must be directed and guided by the teacher so that they would be able to make the objectives in very precise way depend on the different part of the problem or any work for the sake of completion. For instance, if the students of Islamic education desire to find out various factors regarding the behavioural aspects of the generation of the present world or of the significant aspect of the proper distribution of Zakat among poorest of the poor. Naturally, they have to formulate their objectives in very precise way consisting only one aspect. In this position, they would be able to collect the completely and clear-cut information related to the objective formulated under the problems of Zakat.

One of the other related study could be made on the basis of taxes and Zakat. Naturally, in this direction, the students have to correlate the system of Zakat, with the system of taxes or vice-versa in complete perspective of Islam in the practical life of the members of the society. In this way, through good formulation of objectives, under the proper guidance of teacher; the students would be able to save

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their time, energies and ultimately, all the other proceedings would become very economical in terms of money.

*(iv) Formulation of Assumptions*

Nobody could escape himself from environment in which he resides. In social settings of the environment where the work has to be done has been affected by various factors whether they are extraneous or intraneous factors, (intrinsic or extrinsic) under the existing conditions of the environment which could not be controlled at any cost where the work has to be done. We have to assume them before proceeding the particular work of Islamic education. For instance, we the Muslims are living with the different members of the different communities in India, therefore several factors affect the life of the Muslims in India. We are not living in completely Islamic Nations like Saudi Arab. If the students has to select any problems of Islamic education and Muslim education in India to find its real solution, they have to keep all those factors in their mind which directly or indirectly affect the Muslim world religiously, culturally, educationally, politically, and last but not least economically in their daily life in the major system of society of this country, otherwise, they would not be able to come to the right solution of the various problems faced by the Muslim world.

In the same direction, the students have to formulate the hypothesis for the justification of

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the different objectives related to the work or well formulated problem in terms of either in general statements or in the forms of questions. Assumptions are always related to the existing conditions but hypothesis are related to the different objectives for the sake of their justification that to what extent the students realise and obtain their objectives formulated for the sake of proceeding their work or solving any problem. For instance, in the world of Islamic education, the students could formulate a simple hypothesis as under :

"There is a significant relationship between the understanding of our Holy Quran and the behavioural changes of the generation of Muslim world".

On the other hand in relation to the formulation of assumption, the students could state as under:

"India is a secular country consisted of different people belong to the different caste, religions, languages and regions".

*(v) Proper Planning*

Under this effective method of teaching proper planning is also a significant step for execution of any work to reach its highest achievement in terms of better result. For the sake of accomplishment and completion of work or solving any problem, the students have to make a good and proper plan before hand otherwise other better results in terms of

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learning will not take place in the cognitive structure of the learners for the sake of mega understanding so that they would be able to utilise this important learning and understanding in later new and related situation for the sake of its proper application in their real practical life in the social environment in which they reside particularly or in other conditions of any social order in the major system of the society as a whole. For instance, we, the Muslim have our own social system as one of the important system the whole world in India. This is one side or part of the society but this part is also affected by the major group of the other communities in the social system of India. Being Muslim, we have our Islamic society in terms of practice of Islam in our daily life and it is possible only through complete understanding of Holy Quran and other aspect of Islamic Education which are essential in perspective of the society. Therefore the teachers have to make a proper and careful planning for making the good propaganda of true awareness about the Islamic education as well as Muslim education side by side among the generation, not only of Muslims but of the whole world, we are living in secular state with the other major groups belong to the different communities. Therefore, further, it could be stated without any hegitation, the Muslims must keep all those factors in their minds at the time of planning which directly or indirectly affect the execution

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of Islamic principles, values, norms and cultural aspects of Muslims world, then the teachers would be able to execute the plan for obtaining its highest sense of achievement as formulated in various objectives of Islamic education for the sake of the development of Muslim world in all respects therefore, the teacher of Islamic education must provide proper guidance to the students at the time of planning for the execution of any work or solving any problems related to the Islamic education either in proper and good organisational climate of the social settings of our miniature society (Schools) or in any other situation of the society where our Muslim generation reside. If the students of Islamic education have proper planning beforehand for the sake of execution of work then they would be quite to obtain good results in sense of highest achievement in the field of Islamic education.

At the time of planning, the teachers have to include all the aspects of the grass root level, and the teacher have to make the proper analysis of the included factors after the great discussion of either of various experts or the general person who are in the discussion process, then they have to implement the concluded ideas at the top level to the grass-root level.

*(vi) Effective Execution*

This is the heart of the whole project method. All the activities under the process of execution

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of any work or solving any problem require a lot of time, proper attitude toward the work, the best interest in work, tolerance power, patience, and last but not least good ethical conduct of students throughout the whole time. Under the proper guidance of the teacher, the proper distribution of work should be made among all the students to whom the project work is signed. Whenever and wherever, the students feel any problem at the time of execution of planned activities the teacher should be very prompt to provide better guidance to his students. This guidance would facilitate the students to take proper action in the performance of the act assigned in the project method, and ultimately the power of interest would be developed among the students to take further any other related work to be carried out under the process of project Method in future for the sake of further advancement of knowledge and understanding of any information particularly related to the society in which the students reside and about the whole society in general in terms of course content under any particular subject. In this way, the teacher would be able to realise the highest sense of achievement as whatever aspects have been covered under the well formulated objectives of performing any particular work or solving any particular problem related to the content. Not only as individually, the student has to perform the act but there is a need of cooperation from the other students, teachers and from the other

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member of the society, because for the sake of execution of activities, plenty of resources are required. For the sake of proper execution, the students have to go through different stages as under :

*(A) Collection of Information*

In relation to collecting any information, the teacher should provide clear-cut direction to his students that the information must be related to the content to be covered under the project Method, otherwise there would be unnecessary wastage of time energy and money in the collection of any irrelevant information, and which is totally undesirable. Therefore, the students must collect relevant and latest, information for the sake of justification and solution of the problem.

*(B) Classification and tabulation of collected Information*

After the proper collection of relevant and latest information, the students have to classify the information into different heads. For putting the information into different heads, the proper process of tabulation is required. Naturally, the students have to prepare different tables consisted of various heads and sections. For the sake of the preparation of tables, the students have to keep important points in their minds. Table must be simple. The head and sections of table must be visible and clear-cut.

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The title of the information to be contained in the different sections and head of the table should be mentioned in brief about the table. The proper placement of the table number should also be made by the students.

*(vii) Evaluation*

After the proper classification and tabulation of collected relevant and latest information, the students have to make critical evaluation. Under the critical evaluation process, they have to assure that to what extent, the collected information justify or solve the problem under the project Method for the sake of realisation of well formulated objectives.

*(C) Analysis of the Information*

Under the process of analysis, the students have to divide the information into maximum parts, the students have to examine each and every part of information minutely and they have to include only those parts which are quite related to the objectives of work or problem. This is the theoretical analysis of the information, but for the sake of testing the hypothesis and the graphical projection of the collected information in terms of data; the students require so statistical techniques, like Mean, Medium, Mode, Standard Deviation, Frequency distribution, t-test, and Analysis of variance etc. There is an option for the students either they send data to the computer or they could

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analyse the data with the help of proper statistical techniques manually. Analysis of the information or data depends on its nature. According to the nature of the information, the students have to utilise the process of analysis with the help of suitable techniques.

*(D) Interpretation of Information*

After proper analysis of the collected information, the students have to interpret the information in terms of the objectives. In this direction, the students have to provide the clear-cut information in terms of answers and factors are included in the several objectives. At the time of interpretation, the students have to correlate the information with the different factors existing in the social order of the society. Not only they correlate the information with the society but they have to correlate this information in perspective of Islamic education, that to what extent the collected information fulfil the desirability of Islamic education.

*(viii) Recording*

Recording is the last step but not least in the sense that it is the record which helps the individual to do something further for the future. It also became the secondary source for the other person whoever has the interest in the same field. Therefore, the students have to maintain the record of the work carried under the project Method in terms of findings and conclusion.

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### *Importance of Project Method*

It is undeniable fact that the project method is one of the most important method of teaching learning process, which inculcate all types of values among the students at any level of schooling in the society.

There is the quite similarity between the importance of problem solving method and project method. Some of the significance merits of the project method are as follows :

1. The teacher of Islamic education includes meaningful and purposeful learning activities whenever he provides works under project method.
2. The project method provides practical and permanent learning to the students of Islamic education.
3. The teacher of Islamic education provides the good opportunities to the students of Islamic education to make them aware about the real problems of their daily life.
4. The students of Islamic education not only learn about the Islamic education under the project method but they also learn about the other subject.
5. The project method develops a good sense of cooperation. The students of Islamic education help each other at the time of collecting different types of information to complete their project work.

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6. The project method develops the interaction power which helps the students of Islamic education in the presentation of their clear-cut views regarding Islamic education in the society.
7. The project method helps the students of Islamic education to think critically about the various problems of the community and find out the proper solutions of their problems.
8. The project method helps the students of Islamic education how to tolerate the sentiments of their friends and other member of the society.
9. The project method helps the students of Islamic education to become self dependence to complete their work in time.
10. The students of Islamic education becomes the good resource persons because they not only consult the various books, magazines, journal, encyclopedia, and news papers but also collect and maintain good records of these collected information of Islamic education from various sources.
11. The project method develops democratic attitude among the students of Islamic education to think about the welfare of the society as a whole.
12. The project method directs the minds of the students towards constructive thinking.
13. The projec+xdt method realises the students of Islamic education about the dignity of labour so that they could not hesitate to perform any type of works in

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their daily life which is not only very useful for them but also very useful for welfare of the whole society in general.

**Inductive and Deductive Method**

Islamic education as a subject plays a significant role at each and every level of schooling in making the good behavioural changes of human beings in the society into different directions for the sake of proceeding their life ahead and to make the proper adjustment, first themselves, then in their counterparts, with the other members of the society, particularly in which they reside and with the society of the world in general. Therefore, the teacher of Islamic education should be more conscious at the time of providing the knowledge of Islamic education through his effective instructional process to make this learning of Islamic education permanent in the cognitive structure of our generation at each and every level of schooling so that later on, in new situation, particularly in their daily practical life, they could be more able to apply the information of Islamic education in maintaining their good behaviour and in solving various problems existing in their surroundings which are used to become hurdle to proceed their life ahead into different directions of the society. For making the learning of Islamic education permanent in terms of various facts, principles, theories, generali-

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sations, all the words to Allah came in the Holy Quran and each and every act of our prophets (PBUH), the teacher of Islamic education applies one of the important methods of teaching to make effective inquiry about all the learning of Islamic education. At the time of the proper inquiry, the students collect, organise, classify, tabulate, analyse, compare, synthesise, interpret, with good reasons, conclude and verify the information on the basis of the desirability of the different objectives formulated by them for the sake of attacking any problem and to make its proper solutions for the further inquiry or study in the related areas. There are various problem of Islamic education existing in the society where each and every person has to make proper inquiry to find their important factors and their remedial measure. Making proper inquiry requires two important and effective method which are as under :

1. Inductive Method
2. Deductive Method

*(A) Inductive Method*

For the sake of developing information, inductive method of inquiry is very important. In this situation of inquiry, the students discover the various facts of Islamic education themselves. The students make the inquiry about anything else from its particular part to the general conclusion. They make the analysis of each part with his effective examination process.

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At the time of instructional process, the teacher of Islamic education explain any part of the learning material with the help of concrete examples. On the basis of these most possible lively examples, the teacher of Islamic education guides properly his students to arrive at right conclusions, generalisation, or principles for the sake of permanent understanding among them. For instance, if the students and parents understand their rights and duties in perspective of Islam. Naturally, they have to make a proper inquiry about them. They have to read the Holy Quran in which the rights and duties of children and their parents are given quite clearly, they have to learn, understand and explain each and every part of rights and duties of both of them not only with each other but also towards the other members of the society. With the help of this right source of Holy Quran and citing the concrete example of the various persons of the society in concrete form who are really performing their duties towards their children and towards the other members and on the other hand, they also maintaining their rights in the society in perspective of Islam. On the basis of this type of concrete examples, they could be able to arrive at the right conclusion in process of making inquiry and providing the right solution of various problems of Islamic education in the society. Some of the important steps are included for making an inductive inquiry as under :

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1. Observation
2. Discrimination
3. Analysis
4. Classification
5. Abstraction
6. Generalisation
7. Application or verification

In all the situations, the teacher of Islamic education helps the students to make good critical observation, discrimination, analysis, classification abstraction, discrimination, analysis, classification, abstraction, generalisation and in application of the collected and analysed information for its verification in other new situation and in their practical life in the society in perspective of complete Islamic ideals.

*(B) Deductive Method*

In this method of inquiry, the teacher of Islamic education provides facts, principles, rules, generalisations, conclusions, various concepts, and laws of Islamic education to the students and the students of Islamic education are asked to justify them in systematic way with the help of specific examples related to the various characteristics come into each and every part of the information of Islamic education. In this system of inquiry the students proceed from general to the particular aspect of the learning material.

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At the time of teaching Islamic education, the teacher of Islamic education should apply both the parts of inductive and deductive method of teaching to make his effective instructional process in the good social setting of classroom situation.

### *Importance of Inductive and Deductive Method*

Inductive and deductive method of teaching helps the teacher and the students of Islamic education in the following way :

1. Inductive and deductive method helps the teacher of Islamic education to make the work very simple.
2. Inductive and deductive method saves the time of students and the teachers of Islamic education.
3. Inductive and deductive method not only useful for the higher level of learning but also very useful for the lower level of schooling.
4. Inductive and deductive method helps the students and the teacher of Islamic education to find out correct and complete conclusion.
5. Inductive and deductive method encourages the students to make work very active in any kind of learning position.
6. Inductive and deductive method develops the habit of self-study.

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7. Inductive and deductive method develops interest among the students to keep them busy in their own work.
8. Inductive and deductive method follows the principle of learning, "Learning by doing".

**Supervised Study Method**

At the time of making proper functioning of any kind of work, each and every action is required effective supervision. Under the process of effective supervision, one of the most important element is needed which is an effective observation. Therefore for the sake of making the effective supervision of learning work of the students, the teacher of Islamic education must have their effective observation, otherwise they would not be able to find out the problems of their students at the time of learning any type of task in the field of Islamic education. In simple terms supervision could be defined that it is an inspection or observation, or control of anything as a 'whole'. Binning and Binning (1952) illustrated the meaning of supervision as the method of teaching as, "By supervised study we mean the supervision by the teacher, of a group or class or pupils as they work at their desk or around their tables. In this procedure we find pupils busy at work that has been assigned to them by the teacher. When they meet with a difficulty that they cannot overcome, they ask the teacher for direction

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and assistance. The teacher, when not called upon, walks quietly up down the classroom or remains at his desk watching the pupils do their work continually alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them."

Indeed in broader term, the work of supervision includes all the activities of the teachers of Islamic education which help and guide properly in learning and solving various problems of Islamic education existing in the society, in the classroom situation as well as outside of the classroom, teaching learning process.

### *Importance of Supervised Study Method*

Supervision plays significant role in any type of learning either in classroom or outside the classroom situation. It has its following important merits.

1. Supervision method helps the students of Islamic education to overcome their committed mistakes during teaching-learning process.
2. Supervision method helps the teacher of Islamic education to observe his class very carefully.
3. Supervision method helps the teacher of Islamic education how to make good plan for nice correction of mistake committed by his students.

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4. Supervision method helps the teacher of Islamic education to encourage his student how to make the good habit of study, to improve working skills, and cooperative spirit which is very helpful for group learning.
5. Supervision method helps the teacher of Islamic education to provide good remedial measures for the sake of not only maintaining the good classroom situation but also improving the conditions of his students.
6. Supervision method not only considers the problems of an individual but also of the whole group.
7. Supervision method helps teacher of Islamic education to pay special attention to the backward and weak students in the classroom as well as outside the classroom situation.

**Socialised Recitation Method**

One of the significant aims of education is to make the person socialised in all types of society throughout the whole world. Therefore, the teacher of Islamic education keeps this important aspect in his mind at the time of providing any kind of information of Islamic education in the classroom situation before the students of Islamic education. This approach constitutes verbal interaction, and effective

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communication in groups and no doubt in this approach individual learns and memorises learning material independently either in the classroom situation or outside the classroom situation in their homes or at any place in general. The teacher of Islamic education divides the whole class into different groups and assigns the work to these groups for the sake of making better interaction, discussion and memorising the learning material of Islamic education.

On the other hand, the teacher of Islamic education uses the best technique of question answer to make more classification about the various concepts, facts, principles and generalisations of Islamic education in perspective of contemporary society. In this respect the teacher of Islamic education could seek, better participation and cooperation for the sake of making learning more permanent and effective for the future application in the practical life of the students of Islamic education.

### *Importance of Socialised Recitation Method*

The method of teaching helps the teacher and the students of Ismlamic education in the following ways :

1. The socialised recitation method develops the memory power in the cognitive structure of the students of Islamic education.
2. The socialized recitation method develops expression among the students of Islamic education.

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3. The socialised recitation method develops reflective thinking power among the students of Islamic education.
4. The socialised recitation method helps the teacher of Islamic education to supplement the learning material of Islamic education at the time of its presentation in the classroom situation before the students.
5. The socialised recitation method develops better and desirable attitudes of the students of Islamic education to the member of the society in any situation.
6. The socialised recitation provides ample opportunities to the students to make better interaction in good social setting of classroom situation.
7. The socialised recitation develops critical logical thinking power to provide their views related to the Islamic ideals in perspective of society.
8. The socialized recitation method creates good social environment in the classroom situation.
9. The socialised recitation method develops the quality of good leadership.
10. The socialised recitation method develops the democratic ideals among the students of Islamic education.
11. The socialised recitation method provides the better changes to make learning more permanent.

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12. The factor of groups intelligence could be developed properly through the socialised recitation method.

**Biographical Method**

Biography is a written account or history of the life of an individual; or the art or writing such accounts. The teacher of Islamic education uses successfully the biographical method of teaching particularly in teaching of historical aspects of Islamic education. The teacher of Islamic education presents biographies of the practical life of our Prophets (PBUH) and other various religious persons, thinkers and Ulemas in chronological order not only in the formal system of classroom situation but also outside the classroom situation in the society in general in various international, national, and local Islamic conferences, seminars and workshops or in any type of Islamic gatherings at any place in the whole world for the sake of making systematic understanding of their practices in the field of Islamic ideals in perspective of the society. Whenever the teacher of Islamic education presents the learning material of Islamic education on any aspects, he uses to correlate the practical life of our Last Prophet Mohammad Sallahalo-Alaih Wassallam (PBUH) in terms of various events and happenings with the other persons in the society in chronological order for the sake of justifying the truth of Islamic in all respects.

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### *Importance of Biographical Method*

This important method serves the teacher of Islamic education in the following ways :

1. The teacher of Islamic education could present the learning material specifically about the life of any prophet (PBUH) of a particular period.
2. The teacher of Islamic education could also presents the life style of any renounced religious persons before the students of Islamic education.
3. The teacher of Islamic education develops and maintains the interest among the students of Islamic education.
4. The teacher of Islamic education clears various aspect of Islamic education with the help of citing the example of the practical life of Prophets (PBUH), religious person, thinkers, social reformers in the light of the Islamic ideals in perspective of society.
5. The teacher of Islamic education could get effective participation of his students at the time of teaching concepts, values, ideals, principles, generalisations and facts related to Islam in perspective of society.
6. The teacher of Islamic education make the full awareness about the historical aspects of Islam in different years chronological order.

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7. The teacher of Islamic education puts only the life history of prophet (PBUH), religious persons, thinkers and Ulemas but he also presents the life history of the highly character persons of the contemporary society before his students.
8. By presenting the contemporary life of the religious persons, he could be able to make his instructional process effective and lively in the formal system of classroom situation.

If the teacher of Islamic education presents the life history of any religious person belonging to the past or contemporary world of any society of the whole world through software and hardware technology of teaching in terms of projectors, and Television and V.C.R. in the formal good social setting of classroom situation; the permanent learning of Islamic education would take place in the cognitive structure of the students of Islamic education and their mental horizon would also be developed in all respects in terms of understanding power, reasoning power; reflective thinking power; creative, critical, analytical, synthesis power for the sake of making the best generalisations of any information related to Islam in perspective of society.

**Story Telling Method**

Story is a narrative of incidents in their sequence; a fictitious narrative; a tale; an

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anecdote, the plot of a novel on drama; a theme; an account; report, statement, allegation; a news article; a lie. It constitutes the past collection of various sequenced happenings of anything in type of social or non social order of the whole universe. For the sake of correlating past with the present and the contemporary situation in any type of learning, the method of story-telling plays the significant role in the arena of teaching-learning process, in presenting the learning-material of Islamic education before the students of Islamic education at any level of schooling. The teacher of Islamic education tells the good explanatory story of the life of our prophets (PBUH) about their religious practices in perspective of the society. For instance our last Prophet Mohammad Rasool Sallalaho-alaih Wassallam (PBUH) performed various activities which are termed as Sunnah for the betterment of the whole mankind in the light of Islam during his life. Therefore, the teacher of Islamic education tries to narrate and correlate the historical aspects of Islamic practices performed by our prophets (PBUH) in the present and contemporary situation of the society, and develop the understanding power among the students of Islamic education not only in the formal system of schooling but also outside the classroom situation in the society in general in various religious meetings, gatherings, workshops,

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seminars and conferences at the local level to the national and international level. Therefore, the teacher of Islamic education pays careful attention in collecting, selecting, organising, analysing and synthesising the learning material of Islamic education particularly based on historical events and practices of Prophets (PBUH), various religious persons in the whole world. One of the important criteria in narrating the story is that the teacher of Islamic education must know completely each and every part of that particular story which he desires to present in the classroom situation in his effective instructional process before the students of Islamic education for the sake of developing proper understanding among them in the field of Islamic education in perspective of the society. This would maintain the interest among the students through out the teaching learning process.

### *Importance of Story-telling Method*

The story-telling method serves the teachers and the students of Islamic education in the following ways :

1. The story-telling method develops good interest among the teachers and the student of Islamic education.
2. The story-telling method develops the imagination power among the teachers and the students of Islamic education.

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3. The story-telling method develops the power of creativity among the teachers and the students of Islamic education.
4. The story-telling method develops the mental horizons of the teachers and the students of Islamic education.
5. The story-telling method develops the understanding power among the students of Islamic education.
6. The story-telling method helps the teacher of Islamic education to make the good clarification and explanation of various abstract concepts of Islamic education.
7. The story-telling method helps the teacher of Islamic education to present lively examples at the time of providing the information of Islamic education.
8. The story-telling method helps the teacher and the students of Islamic education to discover various aspects of Islamic education in terms of practices by our prophets (PBUH) and by the other member of the society in general.
9. The story-telling method helped the teacher of Islamic education to supplement the various aspects of information of Islamic education in the form of story.

## Maps As Method of Teaching

In the field of teaching, maps play a significant role to present learning material in

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concrete forms before the students. The teacher of Islamic education could utilise the different types of maps to make the good projection of learning material in the form of different symbols and pictorial diagrams in the different types of maps in the formal and good social setting of classroom situation. Some of the important maps could be utilised in the presentation of Islamic education before the students in the classroom which are as follows :

(i) Outline maps
(ii) Ordance survey maps
(iii) Country's maps/state's maps
(iv) World maps
(v) Foreign maps
(vi) Historical maps

*(i) Out line maps*

Outline maps constitute both the small outline maps and large outline maps for the sake of presenting information of Islamic education before the students at any level of schooling. Small outline maps could be utilised for the small number of students in the classroom and large outline maps could not only be utilised for the large group of the student but they could also be utilised for the small number of the students to demonstrate any aspect of Islamic education in the classroom. Therefore the teacher of Islamic education should make a good outline about the learning material of Islamic education in small as well as in large map. The size of the small outline

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map is 31 × 21 cm (12 × 8 inch); and the size of large outline map is (38 × 107 cm) (54 × 42 inch) (long, M-1974, 267).

*(ii) Ordance Survey Maps*

Ordance survey maps are based on order form which could be utilised in the classroom instructional process effectively made by the teacher of Islamic education. The teacher of Islamic education has to provide the number to the different maps either prepared by him or available in commercial shops in the general local, district, state, country and at the international level markets of the different years. Therefore, at the time of presenting the instructional material of Islamic education could utilise them in serial order. For example, if the teacher of Islamic education provides the knowledge of total Zakat given by the Muslims of the different states of India in 1947, 1950, 1955, 1960, 1965, 1995. He has to give the serial number to all these maps one by one. In this way he would not feel any problem to project and demonstrate the position of Zakat of whole nation in different years in different states.

*(iii) Local Maps*

The teacher of Islamic education should prepare the different types of maps of the various problems of Islamic education in perspective of society at the grassroot level. In this way, the local problems could be highlighted and could

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be solved by providing the proper solution with the help of the adequate knowledge of Islamic education in the formal system of classroom situation.

*(iv) District Maps*

The teacher of Islamic education should also prepare the maps of the different aspects and the different problems of Islamic education at the district level. In this way whenever, the teacher of Islamic education enter inside the classroom, he would have plenty of knowledge depicting in the different maps at district level. He would not feel any problem in sorting out the various problems of Islamic education at the local level and at the district level.

*(v) State Maps*

The teacher of Islamic education should also prepare the maps of each and every state separately of the whole nation so that statewise problems and various aspect of Islamic education could be projected not only in the formal system of schooling but these maps could also be utilised for the sake of projecting the problems of Islamic education and the Muslims at the state level throughout in any country.

*(vi) Country Maps*

The teacher of Islamic education could also prepare the various maps highlighting the various aspects of Islamic education and the

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various problems faced by the Muslims in the whole country, but in this type of maps, the teacher of Islamic education should cover only important problems so that they could be easily and neatly projected in maps of the country.

*(vii) World Maps*

For the sake of projecting the information of Islamic education at the world level in the classroom situation in the various formal ways of teaching learning process and in the society in general in informal ways the teacher of Islamic education could prepare the various types of world maps. But care should be taken in the preparation of maps that only important events, issues, happenings and problems of Islamic education in perspective of the society of whole world should be included into different symbols and pictorial forms for the sake of clear-cut projection to the students of Islamic education and the other person in the society in the world.

*(viii) Foreign Maps*

The teacher of Islamic education should also keep the maps of other countries separately whether they are Islamic countries or the other countries in which Muslim population reside. Naturally for the sake of projecting the problems of Muslims of Islamic education in perspective of society of the other different countries separately to the students of Islamic education, the separate maps regarding Islamic education

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are required at the time of projecting and explaining the various aspects of Islamic education and the various problems of Muslims in perspective of Islam in any type of the society in the world.

*(ix) Historical Maps*

For the sake of projecting the past practices and problems of Islamic education in perspective of Islamic society, the teacher of Islamic education should collect the information of Islamic education and prepare the maps of all these collected information of 1000 years, 500 years, 400 years, 300 years, 200 years upto the just existing position of the society at the local, district, state, country and at the world level. In this way the teacher of Islamic education would be able to correlate various aspects of Islamic education under the practices of different circumstances by the people of the different countries in the whole world to the contemporary situation of the whole world for the sake of realizing the various ideals issues principles of Islam practices of all prophets (PBUH) in the whole society in general.

### *Importance of Maps Teaching*

The maps teaching could help, the teacher of Islamic education in the following ways :

1. The maps teaching develops the interest among the students of Islamic education.

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2. The maps teaching helps the teacher of Islamic education in the projection of various issues of Islamic education to his students properly.
3. The maps teaching develops the understanding power among the students of Islamic education.
4. The maps teaching helps the teacher of Islamic education in the clarification of various concepts of Islamic education.
5. The maps teaching helps the teacher of Islamic education to transmit more information of Islamic education in different symbols and pictorial forms.
6. The maps teaching develops the creativity among the teachers and the students of Islamic education.
7. The maps teaching develops the thinking power among the teachers and the students of Islamic education.

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CHAPTER 3

# MAXIMS OF TEACHING

Generally teaching constitutes three important factors which are the teacher, the content and the students, and no doubt other unavoidable factor of teaching is the conducive environment in the classroom. For the sake of making effective teaching, the teacher has to utilise different methods, and various techniques, and hardware approach, but there are certain principles which are generally fit in the utilisation of various methods, techniques, strategies, devices and other tools of teaching, in all situation which ultimately maintains the interest of the students in learning the subject matter which is well organised by the teachers before entering the classroom. These general principles serving as a rule or guide for facilitating the instructional process in the effective classroom situation are termed as maxims. Some of the following important maxims could be utilised by the teacher of Islamic education at the time of providing the learning material to his students under his effective instructional process in classroom situation.

(i) Simple to complex
(ii) Part to whole

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(iii) Whole to part
(iv) Concrete to abstract
(v) Analysis to synthesis
(vi) Psychological to logical

**(i) Simple to Complex**

For the sake of making teaching effective the teacher of Islamic education should utilise one of the important maxim of teaching which is 'simple to complex'. In this process, the teacher of Islamic education should present simple and easy learning material before the students. For this purpose, the teacher of Islamic education should present the learning material in such a way so that it could be correlated easily with the practical life of the students. The learning material should be divided into different and interlinked parts. Firstly, the teacher of Islamic education should present first easy part of the learning material and then, they should present and slowly other difficult part of the learning material which are not high correlated with the life of the students and new for them. In this way, the students of Islamic education could be able to understand the learning material of Islamic education easily and ultimately the permanent learning will take place in the cognitive structure of the students of Islamic education.

**(ii) Part to whole**

At the time of utilising the process of 'part to whole' in presenting the learning material

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before the students in the good structure of classroom under the proper social setting, the teacher of Islamic education should divide the whole concept into different parts on the basis of various characteristics which constitutes the concept as a whole. With the help of other methods and devices and teaching strategies, each and every part of the concept should be taught properly till to the completion of other parts of the same concept. Later on the teacher of Islamic education should make the good summary of the whole concept. In this way, this process would help the teachers of Islamic education in presenting the learning material of Islamic education in systematic order and make the students of Islamic education able to know and understand Islamic education properly and ultimately the students of Islamic education would be able to apply the knowledge and understanding power of Islamic education in their future life in all respect of the whole society.

**(iii) Whole to Part**

With the application of whole to part, in the classroom teaching of Islamic education, the teacher of Islamic education presents the whole characteristics of one concept at a time before the students with the help of any suitable method of teaching. He firstly realises about the concept as whole and later on one by one part or characteristic of the particular concept

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teaches the students of Islamic education. For example, if the teacher of Islamic education desires to teach the concept of Zakat; firstly he develops the general understanding of Zakat as a whole concept at one particular time in classroom situation. Later on, he realises each and every aspects of Zakat one by one in perspective of society to the students of Islamic education. In the same way, other pillars of Islam could be taught and realised properly to the students of Islamic education.

**(iv) Concrete to Abstract**

It is one of the most important maxim of teaching which is fully utilised by the teachers at any level of schooling in the good social setting of classroom in the whole world. It is universal accepted truth that whatever we observe in its concrete form is completely perceived and understood by us and remains permanently in the cognitive structure of us in any type of situation of our life. The teacher of Islamic education presents the learning material in concrete form in terms of utilising different types of teaching aids citing different types of lively and later examples related to the contemporary life of the students and the society in which they reside. Later on slowly and slowly the teacher of Islamic education presents his own perceptions and ideas related to the content of Islamic education in his effective instructional process before his students. In this way the

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process of linkering the learning material from concrete to abstract which is the highest level of thinking related to the content would be maintained in the cognitive structure of the students not only in the classroom instructional process but they could be able to maintain this outside the classroom in the society in general in the every walk of their own life for the sake of proceeding ahead in perspective of Islamic ideals.

**(v) Analysis to Synthesis**

Under the process of analysis to synthesis, the teacher of Islamic education before entering in the formal classroom situation categorises and divides the learning material into different segments at the best possible utilisation of his thinking and logical power collected from different sources and he minutely examines the collecting learning material and tries to correlate the related content of Islamic education in perspective of contemporary society. For the sake of providing this learning material to the students of Islamic education in generalised form which is applicable in all the situation of the students of Islamic education in their contemporary life in the society in which they reside. The teacher of Islamic education synthesises after explaining each and every part of the analysed learning material in his effective instructional process in good social setting of classroom. In this way, the students of Islamic

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education would be able to know, understand and properly apply it in their daily practical life not only in their contemporary life but also in their future life in all the conditions in perspective of the society.

**(vi) Psychological to Logical**

Psychological aspects play significant role in the field of teaching learning process. Without the proper knowledge and understanding of the psychology of the learner, any teacher of the whole world could not be able to proceed his instructional process for the sake of presenting the learning material before his learners in the formal system of classroom at any level of schooling. Therefore the teacher of Islamic education should know and understand the psychological aspects of the learner in terms of his growth and development into different stages proceeding from conception to the stage of adulthood, and even to beyond it. Keeping various theories of motivation and learning, the intelligence, the concept of adjustment and maladjustment, memory and forgetting etc. in his mind the teacher of Islamic education would be able to present the learning material of Islamic education according to their age and intelligence level in the good organisational climate of classroom. On the basis of the psychological aspects of the learner, he would be able to present the learning material with the proper utilisation of his thinking and logical

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power. Sometimes, the teachers fail to make the good clarification of various abstract concepts of the subject which desire high level of thinking. In this position, the teacher gives the different logics in support of the different characteristics of that particular concept.

In any case, if the teachers desire to improve their teaching-learning process, they have to utilise these important maxims of teaching without any excuse under effective method of teaching at the time of presenting the learning material of Islamic education for the sake of developing the better understanding power among the students of Islamic education.

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CHAPTER 4

# TECHNIQUES OF TEACHING

Techniques and methods of teaching are just like a heart and soul. In the absence of one, other can not exist in real and active teaching-learning process in the classroom situation. Without the help of suitable techniques of teaching any teacher could not make his teaching-learning process more effective and permanent learning could take place in the cognitive structure of the students.

## Question and Answer Technique

In any situation of the life of the person whatever he asks for the sake of obtaining knowledge in terms of a formal, simple or complicated sentence is termed as a question. The question leads the person to make an inquiry, an interrogation, putting the problem, a demand for an answer and provide unit task in an examination. It is the question which compels the other person to think something about the element of knowledge with the help of his mental power in terms of any kind of information for which it is asked. It also induces the person to move in search of finding out the answer or solution from different places through

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various resources of seeking that particular information. It provides the opportunities to the person to make the good mental exercises. For further making any kind of inquiry to provide the better solution of any problem.

In the cosmos of teaching-learning process, the questions play the significant role in the process of making the learning permanent and effective to make its good application in new situation in solving problems related to the learnt information. It is the inseparable part of teaching learning process. It is one of the important technique of teaching through which the teacher could be able to know the understanding level of his students and the ability his teaching. The teacher with the help of questions encourages and motivates the students to make a critical thinking about a topic, problem and various types of lively happenings in the form of current events. The teacher utilizes the techniques of questions to make a proper discovery of the information related to the content and induces the students to seek their good participation in teaching-learning process to make better explanation with the help of good and lively examples cited from the practical life of the students as well as from the society. There is no any one set pattern or single type of question, but there are several types of questions, according to the classroom situation, and mental level of the students and

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the nature of information related to the learning material to be taught by teacher during his instructional process. The teacher asks the questions to develop the lesson according to these levels. The teacher with the help of questions encourages the students to make interest and make active participation in lesson, understand the level of comprehension power of his students, and provides questions to the students as home assignment after completing the lesson. Not only the teacher asks the questions from his students but the students also ask the questions to clear their several doubts during the instructional process. After the classroom situation, they also prepare a questionnaire in the particular subjects for the sake of clear clarification and proper understanding of the difficult problems. The teacher also utilise the techniques of questions to make the good evaluation process. In interviews, the techniques of questions are commonly utilised by the experts.

### *Objective of Questioning*

There are uncountable objectives for asking questions. Some of the important objectives of asking questions at the different level of schooling are as under :

1. To know the previous knowledge of the students about the Islamic education.
2. To induce the interest of the students about Islamic education.

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3. To develop the power of curiosity to know more about the Islamic education.
4. To develop the knowledge level of the students about the Islamic education at the different levels of schooling.
5. To develop the understanding level of the students about the Islamic education.
6. To develop the application level of the students for the sake of utilising the knowledge of Islam in their daily practical life.
7. To motivate the students to take active part in learning of Islamic education.
8. To encourage the students for initiative immediately in learning of Islamic education.
9. To encourage the students to make a good exploration about the various aspects of Islamic education.
10. To encourage the students to do research work about the various problem of Islamic education.
11. To know the interest of the students about the Islamic education.
12. To know various needs of the students about the learning of Islamic education.
13. To find out the immediate problems of the students in classroom situation during the teaching-learning process.

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14. To make the students able to take active part in interaction about the Islamic education.
15. To make the proper social development of the student under an effective socialised process through asking suitable questions.
16. To divert the attention of the students so that they could be able to pay more attention on the various aspects of Islamic education.
17. To induce the students to make the proper organisation of information related to any problem of Islamic education.
18. To develop the better attitude of the students towards the society with the help of the knowledge of Islamic education.
19. To develop good habits among the students with the help of the knowledge of Islamic education through asking suitable questions related to the problems of the habit formation in the classroom situation and outside the classroom where the teachers of Islamic education divert the mind of their students towards good habits for the sake of well adjustment.
20. To develop the appreciation power among the students about the Islamic aspects of education and the whole society in the general.
21. To make the teachers of Islamic education able to pay individual attention on the

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problem of the students and provide proper remedial instruction for rectifying their problems related to the Islamic education.

22. To make the students able to express well whatever they have in their cognitive structure and on the basis of their experiences about the Islamic education.
23. To make the teacher of Islamic education able to correlate the learning of Islamic education with the life of the students and with the society.
24. To make the proper exercises and revision of the knowledge of Islamic education among the students.
25. To know the application power of the students about the learnt information of Islamic education in any new or related situation.
26. To know the achievement level of the students in Islamic education.
27. To know the progress of the students of Islamic education time to time in classroom situation or at the end of the year in the form of the annual examination.
28. To find out the weaknesses of the students in learning of Islamic education.
29. To develop good behavioural changes among the students of Islamic education.
30. To develop critical thinking power among the students of Islamic education.

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31. To develop the good reasoning power among the students of Islamic education.
32. To develop the proper attitude towards the works in the society in perspective of Islamic ideals in all respects of the life of human beings.

## The Properties of an Effective Question

The teacher of Islamic education should keep the following in his mind at the time of framing question :

1. The teacher of Islamic education should construct the question very briefly as possible as he can.
2. He should formulate the question clearly. All the words must be clear in terms of writing or in terms of verbal expression.
3. He should formulate the questions in such a way so that the students of Islamic education could be able to understand it properly.
4. The teacher of Islamic education should use simple language at the time of the formulation of question.
5. During the classroom-teaching learning process, the teacher of Islamic education should ask the question related to the content or related to the practical life of the students.
6. The teacher of Islamic education should not ask ambiguous question from the

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students in the classroom instructional process.

7. The teacher of Islamic education should not construct lengthy questions.
8. The teacher of Islamic education should avoid to frame the question which compel the students to provide 'yes' or 'no' answer.
9. The teacher of Islamic education should construct the question in such a way so that it could encourage thinking power among the students.
10. The construction of question should develop the reasoning power among the students of Islamic education.
11. The suggestive points should not be included at the time of formulating the questions.
12. The teacher of Islamic education should construct the question according to the age of the students.
13. The teacher of Islamic education should construct the question according to the ability of the students.
14. The teacher of Islamic education should include only one idea or one point at a time.
15. The question should be constructed on the basis of some definite purpose related to the Islamic education.

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16. The teacher of Islamic education should construct the question based on objectives related to the content of Islamic education.
17. The construction of question should not be double barreled.
18. There should be a proper and logical sequence of event at the time of constructing the questions related to the Islamic education.

## Classification of Questions

The questions used by the teacher during his teaching learning process and in the process of examination have been classified particularly on the basis of Bloom's Taxonomy of Educational Objectives (1956) and Guilford's levels of thinking under his structure of intellect Model (1967). This classification has been depicted in diagram on p.91.

## Lower Order Question

Under this major category of questions the teacher includes recall or recognition of various facts, generalisations, definitions, values and skills. The teacher tries to construct the questions in such a way so that the students of Islamic education could be able to recall properly and provide the right responses during his teaching learning process or in the formal system of examination for the sake of knowing the level of his academic achievement. This

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type of the questions encourages and develops one of the lowest level of thought process which is memory level of the students in which the students could be able to know that to what extent they have the memory of the learning material supplied and taught by their teacher of Islamic education in his effective instructional process in the good social setting of classroom situation.

*Recall*

Under the process of recalling the students reproduce the facts, generalisations, definitions, values in terms of information which already has been learnt by them and existed in their cognitive structures. They supply the responses of questions constructed and asked by the teacher either in the form of verbal expression or in writing as the case may be.

*Example*

The teacher of Islamic education asks the following questions :

1. When was Mohammad Sallallaho Alaih Wassallam (PBUH) born ?
2. What is Zakat ?
3. What are the pillars of Islam ?

*Recognition*

Under the process of recognition, the students of Islamic education identify certain

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facts, principles, important words or any other information which has already been imparted during teaching learning process by their teacher of Islamic education. Firstly the teacher of Islamic education presents a mixed information before his students, then he asks the question based on this given information. The teacher could supply the information either with the help of teaching aid or writing on the black board. This type of questions attract the minds of the students towards the given information whether this information belongs to that particular learning material taught by the teacher during his instructional process in the classroom situation.

*Example*

The teacher of Islamic education shows a map of Islamic world and ask the following question :

1. What is this ?

   (showing a map to the students) seeking recognition of a particular Islamic country.

## MIDDLE ORDER QUESTIONS

This is the second but one of the important major category of constructing the questions. Under this, the teacher of Islamic education includes three aspects of information in terms of translation, interpretation and application. Under the process of all these aspects the

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students would be able to know and understand how to translate the different type of symbols given in different types of teaching aids carried by the teacher in classroom containing a major portion of learning material, how to interpret and lastly how to apply the information in any new situation to solve the related problems.

**Translation**

Under the process of translating the information, the teacher supplies and teaches the information with the help of educational media. Different facts, concepts or generalisation could be presented before the students hidden in the form of different symbols, pictures, scenarios, and diagram under the form of the different teaching aids. With the help of the various categories of teaching aid either in audio, visual or audio-visual form during the classroom teaching. Firstly, the teacher provides the information related to the learning material in the form of teaching aids, then he asks certain questions based on them from the students to collect right responses in the form of translated information taken from the different symbols given in any particular teaching aid carried out by the teacher. This translation of information consists of the two type of expression. First is medium of expression and the other one is the mode of expression.

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In medium of expression, the students describes the different ideas, facts, or concepts hidden in the different types of symbols in the picture. On the other hand, under the mode of expression, the students provide generalisation or definition in their own words.

**Example**

The teacher of Islamic education shows the map of Islamic countries and asks :

(i) What does this Map represent ? (Seeking the translation of an idea contained in a picture into the verbal form).

(ii) Define Islamic society in your own words? (Seeking a change in 'mode of expression' of a definition).

**Interpretation**

Under the process of interpretation, the teacher asks the questions in such a way so that the students could be able to make the comparison and explanation of the relationship between ideas, concepts, generalisations, values and skills.

**Comparison**

Under the process of making comparison, the students try to inquire about the various similarities and dissimilarities between two or more ideas or concepts. At the time of inquiring similarities or dissimilarities, the students

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understand them properly for the further clarification of the information.

**Example**

The teacher of Islamic education asks the following from his students :

(i) What are the similarities between the secular system and Islamic system of any country in the world.

(ii) What is the difference between the Zakat and tax ?

(iii) What is the difference between the President of Islamic state and non-Islamic state ?

**Explaining Relationships**

Under the process of explaining relationships, the students try to correlate facts, concepts, generalisations, values and skills with the other aspects which are completely related to the information in term of facts or concepts taught by the teaching-learning process. Any concept could be inter-preted thoroughly if the teacher or the students try to make good relationship of all the parts of the concepts with the other related information either existing in the society or in the cognitive structure of the students. With the help of the various examples citing from the society, the teacher or the students could be able to explain any type of the generalisations related to the learning material in the lively classroom situation.

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**Example**

The teacher of Islamic education asks the following questions :

(i) How is the Zakat related to taxation in the society ?

**Application**

This is the most important sub-category under the major category of middle order questions. Under the process of application, the teacher tries to ask the questions in such a way so that whatever information learnt by the students during the instructional process, they could be able to apply this learnt information in any type of new situation particularly with the problems related to the learnt information. The students apply their knowledge in their practical life for the sake of making the proper solution of various problems. One of the important reason is there that is why the teachers consider this in all the situation because they could be able to know about the well understanding of their subject matter by the students. They try to construct the questions in such a way so that the students could also be able to think best possible for applying that particular idea in solving the various problems either related to the content or related to their practical life.

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**Example**

The teacher of Islamic education asks the following questions :

(i) During ramdhan, the people keep fasting from dawn to dusk throughout the one month. How do they maintain the same throughout the year to observe five times prayers (Salat) ?

**Higher Order Questions**

Under the process of constructing the higher order questions, the teachers try to formulate the questions in such a way so that the highest level of thinking of the students could be developed. This process stimulates the mental faculty of the students to make the critical interpretation of the various concepts, facts, generalisations at highest level of thinking. For the sake of making the critical interpretation, the teachers include analysis, synthesis and evaluation of various concepts, facts or other information. The higher order questions develop the creative and reasoning ability of the students.

**Analysis**

Under the process of analysis, the teachers as well as the students divide the concept into maximum parts and make their critical examination in the existing situation and observe whether these parts really related to

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the content or not. The complete process of analysis consists of inductive and deductive reasoning. The inductive reasoning, the teachers and the students make a number of observations on the existing phenomenon of the part related to the content. Later on the basis of these observations they make definition, generalisation, value or skill. With the help of the observations, they come to the conclusion of the large explanation of any difficult information related to the content. With the help of suitable questions, the teacher stimulates the students to make an effective observations of the happenings of their daily life in their surroundings.

Under the deductive reasoning, the students try to make a number of inferences from the established concept, ideas, generalisation, value, skill. Therefore, the teacher tries to construct the questions in such a way so that the students could apply their inductive and deductive reasoning power in providing the right responses either during his instructional process or in formal way at the time of several sessionals during the session or at the time of final examination.

**Example**

(i) A humble man always has good qualities. What can you infer from statement regarding the personality of human being in the light of Islam.

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(ii) Woman has equal rights with man in the society. Do evidence support the generalisation in the light of Holy Quran ?

**Synthesis**

Under the process of synthesis, the teachers and the students make the unique and original interpretation of facts, concepts and generalisations. To provide the unique and original interpretation, they consider the contemporary phenomenon related to the concepts, facts, and various generalisations, and ultimately they come to the new and original aspects of the concepts. They do not break the continuity and integration of the different parts of the concepts. In this process, the teachers also includes their imagination power and the logical thinking at the time of making the proper synthesis of various facts and generalisations. This type of questions develop the integration, imagination and logical power in the cognitive structure of the students.

**Example**

1. What will happen to the life of human beings if they do not follow the principles of Islam ?

**Evaluation**

Evaluation is very comprehensive term which makes the complete assessment of any aspect. It leads to make a proper justification

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and maintain a position in the perspective of appropriate standards and values. Therefore, the teachers formulate the questions in such a way so that the proper diagnosis could be made about any aspect of the personality of the child in term of behavioural changes. At the time of providing the right responses, the students make a proper justification about the right selection of information and the proper judgement of the qualities of two or more alternatives. This type of the questions develop the power of decision making process in the cognitive structure of the students.

**Example**

The teacher of Islamic education asks the following question :

(i) Why do you think that Islam is the best religion in the world.

The teacher maintains the voice according to the number of the students in the classroom. He maintains his voice in such a manner so that every student could listen his voice in classroom at the time of delivering the questions. At the time of asking questions, he gives more affection on the pitch, modulation and into nation of his voice. He also uses the process if pause in delivering and distributing the questions which indicates the small period of maintaining silence just after asking one question by the teacher in the classroom.

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At the time of distribution of questions in the classroom, the teacher tries to ask questions not only from the front rows but involves back benchers. He always keeps this point in his mind that the proper space must be maintained in the classroom at the time of asking questions. He also involves the students sitting in right and left side of the classroom. It would be more effective if the teacher asks the questions from the students fairly in different parts of the classroom. In this way, he would be able to get active cooperation of all the students and ultimately, the students will take more interest in the process of developing lesson.

At the time of asking questions of the students raise their hands and others do not. The students who raise their hands for providing the responses of the questions are termed as volunteers and other who do not are termed as non-volunteers. The non-volunteers do not take initiation and interest in the instructional process of classroom. In this situation, the teacher tries to encourage non-volunteer students and involve them mentally as weil as physically in his instructional process. Therefore, the teacher should asks the questions both from volunteers as well as non-volunteers to maintain the whole instructional process active. One of the other important aspect of asking questions in the classroom is that some of the students do not listen the question

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carefully and they remain passive to provide the right responses. To avoid this situation the teacher should repeat the question so that all the students could listen carefully and would be able to provide the right responses of the questions.

**Illustration**

At the time of teaching Islamic education, the teacher teaches various concepts, facts, principles in his instructional process in contemporary perspective of society. For the sake of making clear explanation, the teacher takes the help of various diagrams, scenarios, figures, and other important concrete illustrations related to the life of the students. All the illustration cited by the teacher during his teaching could be classified into two broad categories.

Under the concrete illustrations the teacher includes models, pictures, photographs, figures, sketches, diagrams, graphs, maps, and charts etc. On the other side, the second category of illustrations constitutes verbal expression made by the teacher in the classroom during his teaching.

The teacher makes the comparisons, similarities, analogies etc. of different facts and concepts.

**Purpose of Illustration**

The teacher of Islamic education takes the help of illustrations for the following purposes :

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1. To make the various Islamic concepts clear.
2. To make the good explanation of various Islamic concepts, facts, principles in perspective of society.
3. To develop and maintain the interest among the students during the whole instructional process of Islamic education.
4. To develop curiosity among the students of Islamic education to know more about the various concepts, facts and principles of Islamic education.
5. To make complex and abstract concept of Islamic education easy for the sake of their better understanding.
6. To develop retention power of the students of Islamic education.
7. To use the techniques of 'simple to complex' and 'abstract to concrete' during his teaching learning process of Islamic education.
8. To develop the power of concentration among the students of Islamic education.
9. To develop the observation power among the students of Islamic education by providing concrete illustrations in class-room teaching.

**How to use Illustration**

The teacher of Islamic education should consider the following important principles at

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the time of using illustration during his instructional process.

1. Illustrations should be very simple.
2. Illustrations should be understandable.
3. Illustrations should be interesting.
4. Illustrations should be related to the content of Islamic education.
5. Illustrations should be related to the practical life of the students.
6. Illustrations should be based on the previous knowledge of the students related to the Islamic education.
7. Illustrations should be lengthy.
8. There should be sufficient time to understand the illustrations.
9. There should be proper motivation among the students at the time of providing illustrations in the classroom.
10. The aids of concrete illustrations should be attractive.
11. Concrete illustrations should be visible to all students of Islamic education in classroom.

**Assignments**

Assignment means the writing by which a transfer is made. Under the process of assignment, the teacher of Islamic education provides some work to the students as a whole

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group in terms of class or to an individual student in class. The teacher could also provide a specific physical or mental exercise or expedition to a student or a group of the students. It is also termed as an agreement between the students and the teacher to proceed the learning work of Islamic education. The teacher of Islamic education provides assignments in terms of chapter or chapters, page or pages, paragraph, important topic, exercises, individual or group report on the basis of observations in perspective of Islam in society. For the sake of getting concrete learning, the teacher of Islamic education could ask the students to prepare various charts, models, diagrams and scenarios for the sake of highlighting the aspects of Islamic education.

### *Qualities of good Assignment*

At the time of providing assignments the teacher of Islamic education should consider the following significant points in his mind :

1. The statement of assignment should be clear.
2. Assignment should be related to the content of Islamic education taught or to be taught.
3. Assignment should encourage the students of Islamic education.
4. Assignment should indicate its requirement for the sake of proper inclusion of information of Islamic education.

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5. Assignment should not be lengthy.
6. Assignment should develop interest among the students of Islamic education for further inquiry of Islamic information in perspective of contemporary society.
7. Assignment should be based on the earlier experiences of the students of Islamic education.
8. Assignment enables the students of Islamic education to solve various problems of Islamic education in the society.
9. Assignment develops the attitude of cooperation among the students of Islamic education.
10. Assignment develops the power of insight among the students of Islamic education.

### *Suggestions for Making Assignment*

The teacher of Islamic education should keep the following considerations in this mind at the time of making assignment :

1. The teacher of Islamic education should make the proper analysis of all the parts of learning material.
2. The teacher of Islamic education should make the proper study of various types of assignments related to Islamic education before giving to the students.
3. The teacher of Islamic education should make proper outline of the work of Islamic

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education for providing assignments to the students.

4. The teacher of Islamic education should consider all the available resources at the time of making assignment in the related problems of Islamic education.
5. The teacher of Islamic education should provide the sufficient time to the students for the completion of assignment.
6. The teacher of Islamic education should consider specific aspects of learning Islamic education at the time of providing assignment to the students of Islamic education so that they could not be confused at the time of collecting information in the field of Islamic education.

**Case Study**

It is one of the significant techniques of teaching. It is commonly used in the field of medical sciences. This helps the physician to make a proper study of his case. In the same way, the teacher of Islamic education could make a proper diagnosis of his particular child who is weak in his subject. In the field of Islamic education, there are plenty factors which affect the persons who practice principles of Islam in their daily life. Therefore, the teacher of Islamic education could make the study of such students who are really affected by the other cultural factors of the majority in the society

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and later on the basis of the findings of the case study he would be able to diagnose and provide the proper remedial measures for the sake of rectifying the various problems faced by the students with the help of proper information of Islamic education.

## Steps of Case Study

The teacher of Islamic education should consider the following steps at the time of making a case study in the field of Islamic education :

1. The teacher of Islamic education should fix the factors which are desirable for the study.
2. The teacher of Islamic education should make an effective observation of the students who are under study in the contemporary situation of the society.
3. The teacher of Islamic education should include the most probable antecedent of the students who are under case study.
4. On the basis of similar case studies, the teacher of Islamic education should formulate hypotheses for the sake of justifying desirable objectives under study.
5. The teacher of Islamic education should make assumption on the basis of existing phenomenon in the surrounding of his students.
6. For the sake of verifying hypotheses, the teacher of Islamic education should make

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effective observation and should include the relevant information related to Islamic education and related to the practical life of his students in the society.

7. After making proper study of the students as an individual or in a group, the teacher of Islamic education should make further study in the field of Islamic education in related problems in the society for the sake of application of acquired knowledge.
8. Last but not least, the teacher of Islamic education should conduct other relevant various studies related to Islamic education.

### *Requirements of a Good Case Study*

A good case study must have the following essential requirements :

*1. Completeness of data*

The teacher of Islamic education must collect complete information related to the students who are under study. At the time of collecting information, he should also make an effective observation, regarding the theoretical as well as practical aspects of the life of the students of Islamic education. He should not neglect any factor which was considered under the completion of the study.

*2. Validity of Data*

Whatever the information collected by the teacher of Islamic education must be valid. The

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information should be related to the Islamic education and with the practical life of the students. If the information do not fulfil the requirement of Islamic education that would not be valid at any extent.

*3. Continuity*

The teacher of Islamic education should maintain the continuous observation on the students and the other related factors which are under the study otherwise he would not be able to carry on his study in systematic way to obtain the desired information.

*4. Confidential Recording*

For the sake of making effective observation, the teacher of Islamic education should make confidential recording of the observed information related to the different factors which affect the implementation of Islamic education and practical life of the students of Islamic education. In this way, the teacher of Islamic education would be able to collect real information for making the effective case study.

*5. Careful synthesis*

After collecting the information on the basis of his effective observation, the teacher of Islamic education should make a good synthesis of all the parts of the information and he has to realise to what extent the collected information fulfil the requirement of the study and ultimately in

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the last, he has to make a good generalisation of the whole study for the sake of making further study in the related areas of Islamic education in future.

### *Importance of Case Study*

The case study as a technique of teaching helps the teacher as well as the students in the following way :

1. The study helps the teacher of Islamic education to diagnose the various problems of the students as an individual and in a group.
2. The case study helps the teacher of Islamic education to make a close contact with the society.
3. The case study helps the students to realise the real world of knowledge in the field of Islamic education.
4. The case study develops the interest among the students.
5. The case study develops cooperation among the students and the teacher of Islamic education.
6. The case study make the teacher of Islamic education able to know various conceptual and practical aspects of Islamic education.
7. The case study helps the teacher of Islamic education to provide the real solution of

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various problems of Islamic education existing in the society.

8. The case study develops the understanding power among the students.
9. The case study helps the teacher as well as the students of Islamic education to analyse properly the various factors responsible for solving the problems of Islamic education.
10. The case study helps the teacher of Islamic education to make the proper and effective synthesis of collected information for the sake of making good generalisation for the future.
11. The case study develops the independent constructive and critical thinking power among the students of Islamic education.
12. The case study helps the students to understand about the implications of various principles, facts, concepts and generalisations etc. of Islamic education particularly in materialistic society.
13. The case study helps the teacher as well as the students how to formulate different hypotheses and assumptions about the various problems of Islamic education in the society.
14. The case study develop the power of inquiry among the students as well as among the teacher of Islamic education.

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## Symposium

It is an effective discussion which consists of idealistic and thought provoking interaction of some important persons sitting together at a particular place and in a particular time for the sake of making significant conclusions, and generalisations in any particular field of the study or providing the suitable solutions for the particular problem of Islamic education. In the process of symposium, the teacher of Islamic education selects one significant topic for the discussion. He could ask the subject specialist for the discussion. He could ask the subject specialist for the discussion at the broad level or he could ask the students of Islamic education for making good interaction on any small particular topic related to the content of Islamic education. Here the students of Islamic education present their views under the proper guidance of his teacher of Islamic education. Not only the students present their importance views based on effective logic and fact but they also raise certain questions for the sake of clear-cut-clarification of the presented views by other students and other participants.

### *Importance of Symposium*

Organising symposium in the field of Islamic education is very important for the following reasons :

1. Symposium helps the teacher as well as the students of Islamic education how to select the topic for discussion.

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2. Symposium develops the interaction power among the students of Islamic education.
3. Symposium develops interest among the students of Islamic education.
4. Symposium develops discussion power among the students of Islamic education.
5. Symposium develops expression power among the students of Islamic education.
6. Symposium develops the logical thinking power among the students of Islamic education.
7. Symposium enables the teacher as well as the students how to collect the information related to the topic from the different sources in the field of Islamic education.
8. Symposium enables the students how to make good conclusion of the discussed information by all the participants.
9. Symposium helps the students for further selection of various topics in related areas of Islamic education.
10. Symposium develops self-confidence among the students for the good expression of views and thoughts in the field of Islamic education.

**Debate**

Any type of contention in words or argument is termed as debate. The students of Islamic education make an open and uncontrolled

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exchange of verbal expressions for providing their views on any topic related to the content of Islamic education. Under the process of debate, the participants (students) provide their views with the help of their effective interaction to prove the facts come under topic by putting the various justifications on the basis of important logic and other related facts. It is one of the important technique of teaching-learning process which makes the learning permanent in the cognitive structure of the students of Islamic education.

### *Types of Debate*

Basically the process of debate consists of two categories which are as follows :

1. Informal debate
2. Formal debate

*1. Informal debate*

Informal debate does not have any systematic procedure for its organisation. It is quite applicable to the lower level of students of Islamic education. At this level a large number of student could be involve for expressing their views in a small group. A number of students could be selected from both the groups, for the sake of participating in debate. A short time is given to the students in expressing their views because in this way, a large number of students could get opportunity for the participation.

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*2. Formal debate*

The process of formal debate constitutes a systematic procedure. In the process, the teacher of Islamic education provides clear cut instruction for maintaining rules and regulations in proceeding the effective debate for the sake of making good arguments and coming to the good conclusion of selected topic related to the content of Islamic education. The teacher of Islamic education also keep the age and mental level of the students in the selection of topic for the debate. The topic of debate should be interesting to the students and that should be either based on the past problems, or on the contemporary problems of Islamic education existing in the society, and their solutions must be applicable not only for the contemporary situation but also for the future. This category of debate is usually suitable for the students of higher level of schooling.

***Importance of Debate***

Debate plays significant role in justifying the facts, principles or concepts in following ways :

1. Debate develops the power of selection of topic in terms of Islamic concepts, facts or principles.
2. Debate develops the interest among the students of Islamic education.

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3. Debate develops interaction power among the students of Islamic education.
4. Debate develops an understanding power among the students of Islamic education.
5. Debate develops an understanding power among the students of Islamic education.
6. Debate develops the explanation power among the students of Islamic education.
7. Debate develops the cooperation among the students of Islamic education.
8. Debate develops the power of in-depth inquiry about the various concepts and principles of Islamic education.
9. Debate develops the self confidence among the students of Islamic education.
10. Debate develops the reasoning power among the students of Islamic education.
11. Debate develops the logical and critical thinking power among the students of Islamic education.
12. Debate helps the students of Islamic education how to make the generalization of various factors existing in the society in Islamic perspective for the sake of their practical life.
13. Debate helps the students how to collect the information of Islamic education through various sources.
14. Debate helps the students of Islamic education how to make the analysis and

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synthesis of various concepts and other information of society in perspective of Islamic ideals

15. Debate provides an opportunity to the students of Islamic education how to seek properly before a group of person.
16. Debate develops the decision making power among the students of Islamic education for the sake of good justification not only for themselves but also for the other member of the society in perspective of Islamic ideals.

**Role Play**

Role play is one of the important techniques of teaching. A teacher not only in the classroom teaching-learning process plays a significant role to provide information of Islamic education in all respect but he also plays a significant role outside the classroom in the society for the sake of social reformation in the perception of his own personality in terms of good social behaviour in perspective of Islamic ideals. Charles and Fox (1966) stated that role play is 'a patterned sequence of feelings, words and actions'. In this technique, the teacher of Islamic education assigns a problem or any other aspect of Islamic education to the students. They perform all the actions for the sake of solving the problem of Islamic education under the proper guidance of their teacher of Islamic

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education. Shaftel and Shaftel (1967) considered the following nine steps for performing different activities in role playing :

1. Warm up the group,
2. Selection of participants,
3. Selection of observer,
4. Setting the stage,
5. Inaction,
6. Discussion and Evaluation, and
7. Sharing experiences and generalisation.

Under the process of warming up the group, the teacher of Islamic education induces the students under the group for performing various types of activities to play role. Among this group, the teacher of Islamic education selects only those students who really have the interest to perform role. The teacher of Islamic education also selects observers either from the group of his students or from the other teachers of Islamic education for the sake of observing each and every actions in terms of their behaviour under the role play at the stage. With the help of the students, he organises properly all the parts for the sake of setting the stage to perform actions under their role. After providing all types of guidance, the students play significant role either to highlight the problems of Islamic education or they play significant role in collecting the different types of information of Islamic education to solve the various issues of Islam in perspective of society.

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After providing the role by the students in teacher of Islamic education discusses with the observers and makes proper evaluation for the sake of coming to the real conclusion in solving the various problems of Islamic education in perspective of society. If the students do not perform better role, they could be put further in the same position to perform the same role. The teacher of Islamic education further discusses and evaluates the role with the help of good selected observers and later on they come to the final conclusion and make the proper generalisation which would be fit for all the situation in solving the problem of Islamic education in perspective of any kind of society.

### *Significance of Role Playing*

Role playing plays a significant role in the field of teaching-learning process in the following way :

1. Role playing develops good expression power among the students.
2. Role playing stimulates the feelings of the students.
3. Role playing develops the thinking power of the students.
4. Role playing provides the practical aspects of learning.
5. Role playing develops the insight power of the students.

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6. Role playing develops good attitude of the students towards the work as well as towards the society for the sake of its reformation.
7. Role playing inculcates the good values in the personality of the students in perspective of Islam in the society.
8. Role playing enables the students how to make good perception about others in the society.
9. Role playing enables the students how to find out good ideals from the personality of the other member of the society which are very essential for conducting their good behaviour in the society for the whole life.
10. Role playing develops the important problem solving skills among the students in the society.
11. Role playing helps the teachers how to explore and present the learning material in different forms.
12. Role playing develops the self-confidence among the students of Islamic education.
13. Role playing encourages the students how to make good cooperation in the process of collecting, organising and presenting the information of the subject in different forms.
14. Role playing always put the students in such type of situation in which they could create something new aspects of learning

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and ultimately there would be a permanent learning in the cognitive structure of the students for the sake of solving other various related problems in the human as well as animal world in perspective of Islamic ideals.

**Dramatization**

Dramatization is an important technique of teaching to present any aspect of learning into different types of actions in the form of behavioural perceptions in the society. It is a life history of any part of learning with effective actions in representation by actors. It is used to be represented on the stage. Dramatization is a synthetic art involving the purposive coordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to have free and intelligent, expression of emotions and ideas. It provides ample opportunity to the students for creative work for learning any concept, principles, generalisations, and finding out the solution of various problems existing in the society which could not be possible in the real classroom teaching-learning process. The experienced teachers should organise various types of activities for making good dramatization of any aspect of learning. The following significant ideas could be incorporated at the time of dramatization under the proper guidance

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of experience teachers in the field of Islamic education as under :

1. At any stage of learning in the classroom situation could organise a model.
2. A smock trial could be made in the classroom for providing good model.
3. A current problem or ideas should be considered for action.
4. Well organised interviews with the leading personalities of Islamic education could be arranged.
5. A group of students could demonstrate themselves to make a good reaction of any particular problem of Islamic education particularly in the contemporary situation of the society.

### *Importance of Dramatisation*

The following aspects would be developed among the teachers and student of Islamic education by the effective use of dramatisation :

1. Dramatisation helps the students of Islamic education to express their inner feelings and emotions.
2. Dramatisation develops self-confidence among the students of Islamic education.
3. Dramatisation could make good projection of different problems of Islamic education before all kind of people in the society.

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4. Dramatisation helps the teacher of Islamic education to understand his students properly.
5. Dramatisation draws out the hidden potentialities and talents of the students of Islamic education in all respect.
6. Dramatisation develops mutual understanding among the students of Islamic education in its effective interaction process.

**Core Teaching**

The innermost part of central of any aspect is termed as core. In the field of education, we develop the most essential aspects of the personality of the students which are very essential not only for their proper adjustment but also for the whole society particularly in which they reside. In core teaching, the teacher provides good opportunities to the students of Islamic education to develop the best possible aspects of Islamic education which are very essential for themselves and for the whole society. In core teaching of Islamic education, the teacher has to realise the students different aspects of Islamic education and existing problems of Islamic education at maximum level. In core teaching, the teacher has to utilise the experiences of well experienced person of the Islamic education at the time of providing any kind of information of Islamic education to

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the students either in the formal classroom situation or outside the classroom in the society in general. In essence, it constitutes common element of learning of any aspect which is fit for all the individual in the society. It constitutes unit organisation and committee system and a particular time (at least two minimum period) for the same. In this technique of teaching students and the teachers could prepare a good plan for the implementations but individual teacher could also pay special attention and provide better guidance to the students of Islamic education.

### *Importance of core-teaching*

The core-teaching of Islamic education could help the teachers and the students in the following ways :

1. Core-teaching provides good opportunity to the students to make good practice of different activities for the sake of realising them in their behaviour to make good conduct in the whole society.
2. Core-teaching helps the teachers and the students of Islamic education to develop their critical and logical thinking power to solve various problems of the society.
3. Core-teaching develops the different types of skills to solve the social, economic and even political problems of the society.
4. The teachers and the students of Islamic education find out the proper solution of

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various existing problems of society with the utilisation of problem-solving approach in core teaching situation.

5. Core-teaching nourishes the proper attitude of the students towards understanding the various issues of Islamic education in the society.
6. Core-teaching helps the students to understand facts, principles, generalisations and aspects of Islamic education.
7. Core-teaching develops application power among the students of Islamic education.
8. Core-teaching develops interest among the students of Islamic education to know and understand the Islamic education in the society for leading their good life in all respects for the sake of proper development.
9. Core-teaching makes the teachers and the students active at the time of learning of Islamic education.
10. Core-teaching develops the participation level of the students in instructional process to make the permanent learning in the cognitive structure of the students of Islamic education for the sake of good application in the society in future.
11. Core-teaching develops the power of cooperation among the teachers and the students of Islamic education.

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12. Last but not least, core-teaching makes the teachers and the students more efficient in learning of any aspects in positive and healthy in the whole society.

## Team Teaching

Team teaching is the most important technique in the field of teaching. It consists of more than one teacher or a group of teachers. The teachers of a group have more knowledge and interest in a particular subject. In a group, they collect the learning material, make the proper organisation and analysis of each and every part of learning material that particular subject. But in group or team teaching, there would be a variation in instructional process. The teachers present the learning material, provide work, share experiences with the students, and in the last they evaluate the aspects of learning whatever they have done in the classroom situation or outside the classroom for the sake of shaping the behaviour of their students with the help of proper teaching methods, skills and different types of techniques in the field of Islamic education in perspective of the society in which the students reside. In a group or team teaching, the teachers of Islamic education share and discuss their own views with each other to come at the proper solution of any problem of Islamic education in the society and whatever the right solution found

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by them could be provided to their students of Islamic education to solve the problems of their practical life in the society.

### *Importance of Team-teaching*

Team-teaching facilitates the teachers and the students of Islamic education in the following ways :

1. Team-teaching develops interest among the teachers and the students of Islamic education.
2. Team-teaching encourages the teachers and the students to develop further their interest in one particular area of Islamic education.
3. Team-teaching improves the instructional process in the classroom.
4. Team-teaching takes more care about the students of Islamic education outside the classroom in the premises of the school to develop the other social aspect of the personality of their students.
5. Team-teaching utilises the proper interest and abilities of the teachers in their specific areas of knowledge in the field of Islamic education.
6. Team-teaching involves the neglected children in its effective instructional process.
7. Team-teaching solves the various problems of the students with utilisation of counselling and remedial reading.

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8. Team-teaching provides the opportunities to the talented persons of the community to provide their experiences in the field of Islamic education.
9. Team-teaching facilitates timing of periods to conduct the classes properly in school.
10. Team-teaching develops cooperation power among the students of Islamic education.
11. Team-teaching provides the opportunities to all kind of students to show their interest in their specific area according to their own abilities.
12. Team-teaching maintains the process of integration of the different areas in the field of Islamic education.

**Programmed Instruction**

Programmed Instruction or programmed learning is one of the latest devices of teaching. It came into existence on the basis of extensive researchers on apparent conditioning propounded by skinners and others. Operant conditioning concerns with the principle of reinforcement to change behaviour in successive approximation to a prefixed desired goal. Under the process of programmed instruction, the teachers arrange the whole learning material into different small parts in various steps to guide the learners through self-instruction. In this process, the students learn very complex

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subject matter in very simple and systematic forms. The teachers make in proper sequence of their own experiences correlating with the contemporary information of the subject. The teacher selects the correct answer from the students to one item leads to the presentation of next item by the teacher and if the answer is incorrect, the students should be provided good opportunity to provide the correct response.

Under the programmed instruction the following principles are followed by the teachers.

1. The learning materials should be divided into meaningful parts and should be presented into different steps.
2. Immediate confirmation or feedback should be made by the students either in incorrect or correct responses.
3. The students should be active in providing correct or incorrect responses.
4. The students should not be forced to provide the responses. They should be free in all respect in their own self.
5. The teacher should make regular and continuous testing of the effectiveness of programmed material presented in the classroom.

### *Importance of Programmed Instruction*

The programmed instruction helps the teachers and students of Islamic education in the following ways :

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1. Facts of Islamic education could be presented easily before the students of Islamic education.
2. The teachers of Islamic education could utilise their thinking power completely in the preparation of programmed instruction material in the field of Islamic education.
3. The teacher of Islamic education could deal properly with the social and emotional problems of the students under good social setting of classroom organisation.
4. The teacher of Islamic education could handle properly the problem of indiscipline in the classroom under the process of programmed instruction by providing self learning materials to the students.
5. The teacher of Islamic education solves the problems of heterogenous group of learners in the good social setting of classroom situation.
6. The teacher of Islamic education could be able to find out the problems of the individual student personally and provide the remedial measures.
7. The programmed instruction process develops the interest to learn more and more about the Islamic education which makes the learning permanent in the cognitive structure of the students of Islamic education for the future.

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## Demonstration

Demonstration method is a very useful and practical method of teaching which is successfully used by the teachers to make his instructional process effective in the classroom for the sake of the realisation of formulated objectives related to the content in terms of good behavioural changes in the dynamic personality of the students of Islamic education in perspective of society particularly in which they live and in the other world in general.

In simple terminology, a demonstration means to show. Whenever a teacher of Islamic education shows something to his students in his class to make a good projection of any aspect of Islam in concrete form to make a good clarification. This type of presentation is termed as a demonstration. Any type of demonstration in the field of Islamic education must become a solution of the problem which is completely unknown to the students of Islamic education otherwise the students of Islamic education would not be able to understand the information related to the content of Islamic education in classroom and ultimately, the teaching learning process of the teacher of Islamic education would be highly effective. In most of the cases, the demonstrations are presented by the teacher of Islamic education in the classroom at the time of presenting the subject matter before the students but in a democratic pattern of

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teaching, the students of Islamic education also obtain the good opportunity to demonstrate something by themselves directly or indirectly related to the content in front of their teacher as well as before their peer groups in the classroom. In this way, the good coordination between the teachers and the students helps the teacher of Islamic education to broaden the clarification of concepts and ultimately influences the permanent learning in the cognitive structure of the students of Islamic education.

In the field of Islamic education, the teacher of Islamic education makes a good demonstration of the person or the child offering the Holy Salat (Prayer) either in the form of good pictures or in lively presentation of different positions of prayers of five times in a day, the demonstration of Grand Mosque of Madina-Munawra and the other various projections in the form of the different pictures showing the concept of help, humanity and generosity in the field of Islam in perspective of society.

The demonstrations are also used by the teacher of Islamic education to present problem, to make a good illustration of a point, to take help in solving any problem, to make a good and critical review of the subject matter, and ultimately to maintain a good interest among the students of Islamic education.

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### *Importance of Demonstration Method*

Demonstration plays significant role in the classroom teaching-learning process in the following ways :

1. Demonstration method develops the thinking power of the students of Islamic education at the highest level.
2. Any problem could be presented and defined properly before the students of Islamic education.
3. Demonstration method helps the teacher and the students of Islamic education to provide the best solution of the defined problems in the classroom situation.
4. Demonstration method helps the teacher of Islamic education to make the good selection learning material related to the content of Islamic education.
5. Demonstration method develops the understanding power among the students of Islamic education.
6. Demonstration method makes the students of Islamic education active throughout the teaching learning process in classroom.
7. The demonstration method develops the interest among the students of Islamic education.

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8. The demonstration method develops the creativity power among the students of Islamic education.
9. The demonstration method helps the teacher of Islamic education to seek good participation of his students of Islamic education during developing any part of the learning material related to the content of Islamic education.
10. The demonstration method supplements the expensive material in the field of teaching learning process.
11. The teacher of Islamic education could utilise demonstration material several times not only in one academic session but also in other session in future.
12. The demonstration method helps the teacher of Islamic education to improve his teaching-learning process in different periods in a good social setting of classroom situation.

The teacher of Islamic education must consider the factors of visibility, audibility, single centre of attention, audience participation, contracts, and the element of simplicity and the good interest at the time of planning and presenting the demonstrations in the classroom teaching learning process for the sake of making learning more permanent and effective for the future application in any situation in the

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practical life of the students of Islamic education. At the time of making the good judgement to know the effectiveness of his demonstration in his classroom teaching the teacher of Islamic education should also consider the facial expressions obvious in attention, posing good questions, laughter and exclamations of his students of Islamic education.

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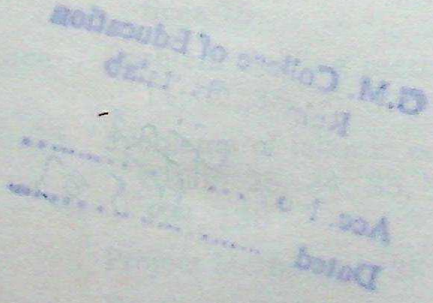

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